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THE JUNIOR COLLEGE JOURNAL

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Vol. III No. 8



IN THIS ISSUE—

*Addresses and Proceedings
of the
Thirteenth Annual Meeting
of the
American Association
of
Junior Colleges
Held at Kansas City, Missouri
February 24, 25, 1933*

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THE JUNIOR COLLEGE JOURNAL

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THE JUNIOR COLLEGE JOURNAL

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(NOTE: This issue, the last of the current volume, is devoted exclusively to the addresses and proceedings of the Kansas City convention. The regular departments, editorial, news, discussions, book reviews, and bibliography will be found in the next issue, which will be published in October.)

Association Directory for 1933-34

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MEETINGS OF THE AMERICAN ASSOCIATION OF JUNIOR COLLEGES

Date	Place	President	Secretary
*1920 June 30, July 1	St. Louis, Mo.	James M. Wood	Martha McKenzie Reid
1921 February 16, 17	Chicago, Ill.	David MacKenzie†	Martha McKenzie Reid
1922 March 24, 25	Memphis, Tenn.	Geo. F. Winfield	Martha McKenzie Reid
1923 February 27, 28	Cleveland, Ohio	James M. Wood	Doak S. Campbell
1924 February 26, 27	Chicago, Ill.	James M. Wood	Doak S. Campbell
1925 February 20, 21	Cincinnati, Ohio	Louis E. Plummer	Doak S. Campbell
1926 March 17, 18	Chicago, Ill.	H. G. Noffsinger	Doak S. Campbell
1926 December 3, 4	Jackson, Miss.	L. W. Smith	Doak S. Campbell
1928 March 12, 13	Chicago, Ill.	Edgar D. Lee	Doak S. Campbell
1928 December 3, 5	Fort Worth, Tex.	J. Thomas Davis	Doak S. Campbell
1929 November 19, 20	Atlantic City, N.J.	John W. Barton	Doak S. Campbell
1930 November 18, 19	Berkeley, Calif.	Jeremiah B. Lillard	Doak S. Campbell
1932 February 19, 20	Richmond, Va.	Richard G. Cox	Doak S. Campbell
1933 February 24, 25	Kansas City, Mo.	Arthur Andrews	Doak S. Campbell

* Preliminary conference, called by the United States Bureau of Education.

† Deceased.

THE JUNIOR COLLEGE JOURNAL

UNDER JOINT EDITORIAL AUSPICES OF THE AMERICAN ASSOCIATION OF JUNIOR COLLEGES AND THE SCHOOL OF EDUCATION OF STANFORD UNIVERSITY. . . . MEMBER THE EDUCATIONAL PRESS ASSOCIATION OF AMERICA

Vol. III

MAY 1933

No. 8

Program of Thirteenth Annual Meeting American Association of Junior Colleges

Muehlebach Hotel, Kansas City, Missouri

FRIDAY MORNING, FEBRUARY 24

- 9:00 Registration of Delegates and Visitors
9:30 Call to Order. Introductions
9:45 Address of Welcome.....Arthur M. Swanson
Vice-President, Junior College of Kansas City
10:00 "Adjustments in the Junior College Curriculum". Walter C. Eells
Professor of Education, Stanford University, California
10:30 "Junior College Organization in Kansas City"....George Melcher
Superintendent of Schools, Kansas City, Missouri
11:00 "Research on Junior College Problems".....L. W. Smith
Superintendent of Schools, Berkeley, California
11:30 Discussion of Morning Program
12:30 Group Luncheons
Private Junior College Group.....J. W. Gaines, *Chairman*
President, Bethel Woman's College, Hopkinsville, Kentucky
Public Junior College Group.....J. Thomas Davis, *Chairman*
Dean, John Tarleton Agricultural College, Stephenville, Texas

FRIDAY AFTERNOON

- 2:15 "Problems at Los Angeles Junior College"....William H. Snyder
Director of Los Angeles Junior College, Los Angeles, California
2:45 "The Junior College Curriculum".....Doak S. Campbell
George Peabody College, Nashville, Tennessee
3:05 "Higher Education Responding to the Depression"..Fred J. Kelly
Department of Interior, Office of Education, Washington, D.C.
3:35 Report of the Status of the *Junior College Journal*. Walter C. Eells
Stanford University, California
4:05 Discussion of Afternoon Program
4:30 Appointment of Committees

FRIDAY EVENING

- 6:30 Annual Dinner
 "The Place of the Junior College in American
 Education" J. O. Creager
Professor of College Education, New York University, New York
- 8:00 Adjournment

SATURDAY MORNING, FEBRUARY 25

- 9:15 "The Curriculum in the Private Junior College" .. Joseph E. Burk
Dean, Ward-Belmont School, Nashville, Tennessee
- 9:45 "Counseling Students in Junior Colleges" A. J. Brumbaugh
Dean, University of Chicago
- 10:15 "Class Size in the Junior College" J. Leonard Hancock
Dean, Crane Junior College, Chicago, Illinois
- 10:45 "Social Adjustments in the Junior College" . . . Miss Louise Price
Columbia University, New York
- 11:15 Discussion of Morning Program

SATURDAY AFTERNOON

- 1:30 "An Administrator in Search of Personality" Robert J. Trevor
President, Centenary Collegiate Institute, Hackettstown, New Jersey
- 2:00 Report of the Round Table Conference on the Curriculum of
 Private Junior Colleges for Girls. Theodore Halbert Wilson
Director, National Park Seminary, Forest Glen, Maryland
- 3:00 Reports of Committees and Election of Officers

Address of Welcome

ARTHUR M. SWANSON*

Addresses of welcome sometimes consist of an extolment of the achievements, and an expression of the hospitality, of the communities in which the conventions are held. In view of the extraordinary need for co-operative thinking, however, I shall take for granted the social amenities, repress the urges of provincial pride, and extend the hand of greeting, not so much for anything we have to offer, but for the counsel we confidently expect to receive.

We Kansas Citians are in the public sector of the junior college field, claiming neither originality of discovery, priority of occupation, nor leadership in development. The first of these goes, I presume, to William Rainey Harper, the second belongs, it seems, to Joliet Junior College, and the third flourishes, of course, wherever a major prophet dwells, or in the words of a Scottish legend: "Where Macgregor sits, there is the head of the table." However, we are never averse to being intelligent users of ideas, if not prolific producers of them. It is true that oblivion engulfs the former and glory embraces the latter, but progress is impossible without both, and logic regards the two with equal favor. For eighteen years we have been engaged in the development of our own junior college, and, if the admirable recession in the deluge of questionnaires may be taken as

prophetic we, in common with other schools of our type, are about to attain an accepted status. But the present crisis has thrown all forms of higher education into the crucible for a critical test. It is not uncertain that the administrative questions of today and the answers thereto pertain more nearly to the vital organs of the American college than those asked and answered in the years gone by. And so, in keeping with the potential gravity of these troubled times, I shall ask you to assume the usual felicitations, and beg you to indulge with me in an effort to sketch the setting in which this convention meets.

Coincident with the exploitation of natural resources and the expansion of our industrial system, the college which was for the few became the college that is for the many. The former was largely the privilege of the elect, the latter the assumption of a birthright secured by the curious, if not fallacious, extension of the notion of natural equality from a political to an educational sense. Society, even before completing its conquest of secondary education upon terms suitable to the requirements of all but every level of intelligence, has demanded from the colleges and universities curricula nearly inclusive enough to invite every type, inveigle every interest, and invest with a degree everyone who stays around and meets with fortune in the selection of his curriculum. Moreover, as if

* Vice-President, Kansas City Junior College, Kansas City, Missouri.

to preclude the possibility of casualties from choices of unsuitable courses, there has appeared the educational counsellor, sometimes emboldened by three hours credit in his newly chosen field. But the appalling mortality rate with consequent loss of public and private funds, spent in trying to do the impracticable, has continued apace and the phenomena of size and of numbers are still in the foreground.

The quantitative criterion is a typically American measure of values. "The bigger, the better" is a bit of philosophy which, thus far, has seemed to be consonant with the rapid development of the Western world, and the colleges have not been wholly unaffected by it nor have men been entirely aware of its inevitable consequences. The accrediting agencies, too, are not without responsibility; for their standards, to date, have been shot through with quantitative measures. In a recent questionnaire from one of these agencies 41 questions out of a total of 49 relate to the quantity of things, and the remaining 8 pertain to matters of routine.

But stricken society faces economic readjustment, in which higher education is rightfully included, and another measure of college values is demanding increased recognition as the norm of executive thinking. I know the danger involved in trying to reduce complex situations to simple terms, but possibly we may say that we are passing through an acute phase of the old conflict between quantitative and qualitative ideals. Logic teaches that opposite terms are either contraries or they are contra-

dictories. In either case if you adhere strictly to the one you must abandon the other, but the difference is that between contrary terms there is middle ground. Quantitative norms and qualitative norms are contrary terms and perhaps a satisfactory measure of college values may be found in a sane interpretation of their common ground. Sometimes we gain understanding of the trend of forces by turning to the philosophers. In his interpretation of history Hegel held that all thought movements, great and small, run in the same cycle: First, thesis; then antithesis; and finally synthesis, which in turn becomes the new thesis to be followed by its antithesis, and so on. Whether these cycles are completed in an hour, a day, or a hundred years, it matters not. An idea gains the front and for a time all men acclaim it; then some men begin to think in the light of new conditions; they question; they differ, and the antithesis is born. Warfare between the two ideas is waged until thoughtful men, taking the good from each, formulate the synthesis for the new order. The qualitative measure, the antithesis of quantity, is receiving renewed attention. The Chicago plan, the comprehensive test for college sophomores sponsored by the American Council on Education, the five-year study of standards of the North Central Association, and Columbia's New College for the education of teachers are among the definite indications of the rising emphasis upon qualitative measures for testing college effectiveness.

Now if the foregoing sketch of events is pertinent, we may epitomize

mize the evolution of higher education in the following terms: The college for the few, which became the college for the many, must be made the college for the fit. Society will not tolerate the aristocracy of the first, it cannot pay for the generosity of the second, but its very life requires the stimulating leadership of the third.

Certain major movements are necessary in this evolution of the college. First, a deflated curriculum designed to propagate intellectual leadership through cultured minds. Merrily we have gone along "enriching" the curriculum, mainly by extensions and subdivisions, but now in education, as in business, the watered stock must go. A Doctor's degree with a dissertation on "Motion Studies in Dishwashing" created little protest in our affluent days, but some of the training in skills as well as college courses of secondary grade must revert to less expensive and more appropriate schools when the rational limitations and valid functions of the college are acceptably defined. A curriculum may be a patchwork of professorial idiosyncrasies or a succulent spread of departmental bait, but it also may be the integrated expression of an educational philosophy which none will relish save those endowed with the qualities that intellectual leadership connotes. Second, further effort to devise ways and means of including in the college population more nearly those, and only those, who can and will do real college work. An effective social economy will not permit striving genius to starve while gay mediocrity despoils its bounty and defiles its temples. Third, the development of more dependable means of guiding

the careers of students, appraising the effectiveness of college teaching, and authenticating the product. Objection may be made to the standardizing processes thus implied, but the alternative is individualism running amuck.

In this regeneration of higher education the junior college occupies a position unique and strategic. Wedged between the too often purposeless years of the high school and the necessary specializations of the university, the junior college embraces crucial years. Here mainly the fortunes of college life are won or lost. The major portion of the output is subjected to an immediate and somewhat objective test through the agency of the upper years of the senior college. It is a challenge we gladly accept, but it points the way to policies and measures we cannot ignore if we play our rôle in the creation of the college for those that are capacitated to appreciate knowledge and to feel the obligations its possession implies. If the line of development continues as it has the past two decades the duty of determining the character of the college population, and consequently the height to which the whole college program can be carried, will devolve, more and more, upon some form of the junior college. In any event be assured that the type of organization which can best formulate, execute, and authenticate the essential work of the first two college years will find itself to be the house that is built upon a rock. I submit that if we of the present junior college accurately envision the opportunity of the college in a revised economic order, we may well lay our emphasis

upon sound scholarship in standard fields of study and leave to the historian's pen the accessories, the allurements, and all the other impedimenta that have contributed so generously to the obscuration of the aims of the college.

There is need for common counsel. Concerted action there must be, and in such meetings as this the individual experiences of men, as well as their ideas, will be asayed and the useful elements will

stand revealed. Your program indicates that your officers are not unmindful of the signs of the times, and that the American Association of Junior Colleges will make its contribution to the basic structure of higher education in the new and, let us believe, the better era. You honor us by your coming; you reassure us with the bright promise of your program; and through it we shall profit, I am sure, most abundantly.

Adjustments in the Junior College Curriculum

WALTER CROSBY EELLS*

There are three essential elements in the junior college, or for that matter in any educational institution: the faculty, the students, and the connecting link between the two—the curriculum. In a living, growing junior college (the only type in which I am interested) the curriculum must also be a living, growing thing, else the junior college itself is sure to stagnate. A static curriculum presupposes a static world, which ours is not. Hence the importance of the topic, "Adjustments in the Junior College Curriculum," which your president has asked me to discuss. All life is constant adjustment. When we have gotten beyond the desirability of further adjustment in the curriculum it will be time for the junior college itself to disappear. Vitality will have gone from it. Dead things are best buried.

What should be the fundamental basis for adjustment? It seems to me to have been well stated by Judd, when he said:

The junior college is the institution which should mark the transition from emphasis on content to emphasis on organization. The junior college has a double function. It is the final institution to deal with general education, and it is also under obligation to use

the last stages of general education in preparing the student to undertake critical, independent thinking. The student should pass out of the junior college matured by his training to the point where he is ready to enter the field of constructive thinking.¹

How can this statement of underlying philosophy be translated into reality? What are the courses, and hours, and units which should be given during the two years in junior college which will serve best to give the student such maturity that he will be ready to enter the field of constructive thinking, either in further education or in our increasingly complex economic and social life? What courses have been recommended in the past? What ones have been given? What adjustments have been made up to the present? What further adjustments are desirable? What are the sources of material for curriculum adjustment? An effort will be made to suggest answers to some of these questions.

CURRICULUM LITERATURE

As to sources, the literature of curriculum revision in general is bewilderingly extensive and is growing apace. Even in the junior college field alone it is abundant. In the *Bibliography on Junior Colleges*² which I compiled at the request of this Association three years ago, an examination of the index reveals almost five hundred references to some phase of the curriculum in

* Professor of Education, Stanford University, California.

¹ C. H. Judd, in *The Junior College Curriculum* (W. S. Gray, Editor), University of Chicago Press, Chicago, 1929, p. 9.

² United States Office of Education Bulletin, No. 2, 1930, 167 pages.

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the 1,600 titles which it included. There are probably a proportionate number among the nearly eight hundred additional titles which have been included in the monthly bibliographies which have been published since that time. The *Junior College Journal* in the three years of its existence has published more than forty major articles dealing with various phases of curriculum adjustment, beside numerous shorter notes and reports. The literature on the junior college curriculum is extensive and is expanding rapidly. The papers presented at this meeting will add to it materially in volume and we trust in quality as well.

A MINIMUM CURRICULUM

If we turn for a moment to the past, we find that ten years ago Koos recommended a curriculum of 225 semester-hours consisting of English, modern languages, natural and social science, mathematics, philosophy, and psychology. This was a minimum curriculum for "a group of students representing a legitimate range of liberal arts needs and interests" and was conceived almost exclusively in terms of preparation for further university education. It was much too narrow for the multi-functioned junior college of today. Yet when I made an analysis three years ago of the actual curricular offerings of 284 junior colleges of all types in every part of the country, I found that less than half of them had a curriculum even as extensive as this recommended one. Even this condition represented an increase of 15 per cent in the extent of the curricular offering over the time when Koos studied it seven years earlier.

When I analyzed the offerings in the different states, I found the situation summarized in Figure 1 in the twenty-one states for which catalogues of five or more junior colleges were available. This included both public and private institutions. The average offerings in semester-hours ranged from 351 in California to 147 in Iowa. The median state, New York with 228 hours, was almost exactly the same as Koos's recommended minimum. It is evident that many institutions and many states need to make marked adjustments before they come up even to this recommended minimum.

QUALITATIVE ASPECTS

So much for the quantitative side of the curriculum—perhaps the least important side. What about the qualitative aspects?

The earlier curricula, and too frequently the present ones as well, in many junior colleges were too narrow and academic. They were restricted to the requirements of those who were going on to professional courses in the university. They were largely dominated by university requirements. Little specific attention was given to the needs of the larger group of high-school graduates who probably should never plan on university specialization, but who can well profit by two years of properly selected general education in advance of the high school. During the past ten years there has been a gradual although slow increase in the number and relative importance of non-academic courses of various types—agriculture, art, commercial, engineering, home making, music, and others. In comparing the situ-

ations in identical institutions in 1920 and 1930, Hiatt found that the offerings in the academic group had increased 58 per cent while those in the non-academic group had in-

their first lessons in the curriculum of vagrancy and potential crime in box cars and hobo jungles. How much better both for them and for society if they could be at-

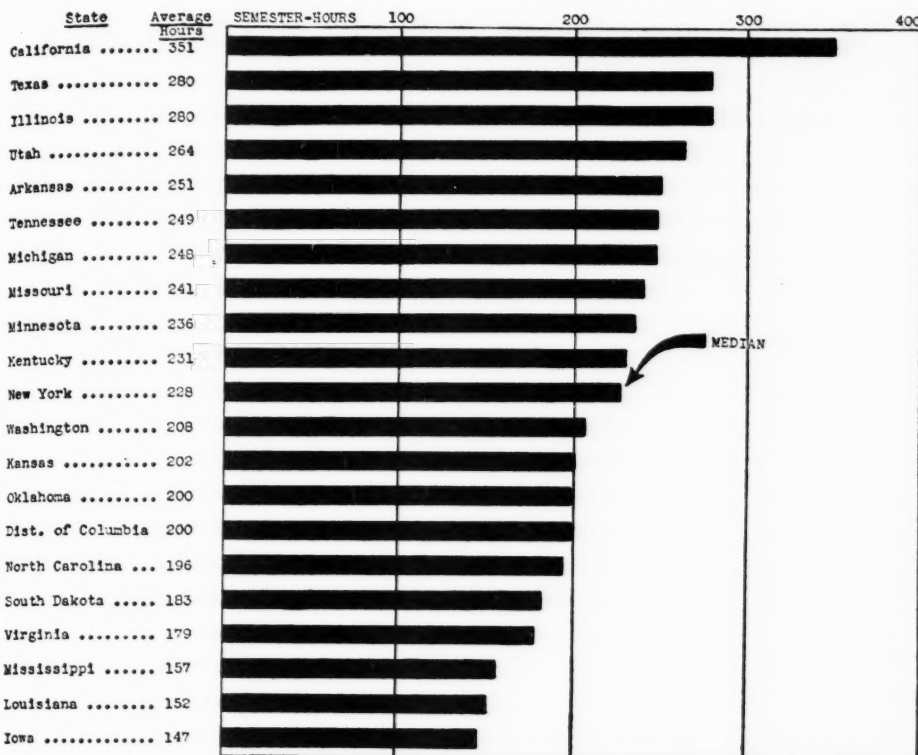


FIG. 1.—Average curricular offerings per institution, by states, 1930

creased almost three times as fast, or 157 per cent.

There is a growing feeling, however, that still all is not well with the junior college curriculum, that it needs more extensive adjustments, that it is not as well adapted as it might be to the changed and changing economic and social conditions of the modern world. Thousands of unemployed high-school graduates are today wandering aimlessly over the country receiving

tending junior colleges in their home towns with curricula adjusted to their needs.

With the popularization and more general recognition of the idea that the junior college is the completion unit of general education, that it is the college for all the people and not for those alone with university aspirations, is coming the necessity of the broadening and adjustment of the curriculum to include a wide variety of terminal courses of vari-

ous types, some semiprofessional in nature, some more purely cultural and civic. Secretary Ray Lyman Wilbur says:

I am satisfied that the junior college is a large part of the answer to the question as to what shall be done with our youth, as we feel the need for more understanding and more training for a necessarily complicated life.

THE CARNEGIE COMMISSION

The most recent, most authoritative, and most thought-provoking statement of the desirable adjustments in the curriculum in the junior college field which has come to my attention is that found in the Report of the Carnegie Foundation Commission on *State Higher Education in California*. This report deals with organizational, administrative, financial, and curricular aspects of junior college, teachers college, and university education in the state. The report has been widely discussed in California; some parts praised, some condemned, some criticized, some commended with the faint praise that damns, some ignored, but as far as I know from numerous discussions of it to which I have listened and in some of which I have participated in the state, there has been little if any serious criticism of their recommendations regarding desirable adjustments in the curriculum. Because I agree so thoroughly with the principal ideas in part of this report, because I cannot hope to improve upon its happy phrasing of them, and because the circulation of the report has been limited largely to California, I cannot do better than to quote several paragraphs from their statements. They seem to me to present a thoroughly

sane philosophy of certain aspects of the junior college curriculum and, as such, an excellent foundation for our thinking together here for two days on various phases of this general subject.

They recommend five types of curricula for the complete junior college, the first, the most unique, and the most important of which they have happily designated a "Curriculum for Social Intelligence." They describe this as:

A curriculum devised to give the student about to complete his general education a unitary conception of our developing civilization. This curriculum should be provided in all institutions offering education on a junior college level. It should be the most important curriculum, inasmuch as it aims to train for social citizenship in American civilization.³

Commenting upon this recommendation, they say:

Whether or not other curricula are offered, this curriculum in social intelligence should be. Analysis of the desires and intentions of most parents and students, as revealed by enrollment figures and interviews, indicate that this curriculum should enroll a large majority of the students on the junior college level. Here should be enrolled many students now taking university preparatory courses. . . . Here also should be enrolled those who plan to spend only two years, more or less, in further schooling, save those whose interests or economic situation make it preferable to enroll in specialized vocational courses. Moreover, here should be enrolled many students who have fled from detailed

³ *State Higher Education in California: Report of the Carnegie Foundation for the Advancement of Teaching*, California State Printing Office, Sacramento, California, 1932, pp. 35-36.

courses in arts and sciences, which are really only senior college preparatory courses for specialized advanced work in the university, to the vocational courses which interest them, without, however, being motivated by a chosen life career.

The new curriculum for social citizenship, recommended as the future central core of junior college work, will differ markedly from university preparation in its purpose, scope, selection of material, and method of approach. . . . The courses will tend to organize knowledge and intelligence for effective social behavior rather than for the intense and detailed mastery required for professional or avocational scholarship. They will be comprehensive rather than intensive, presenting major bodies of important fact in their relations to each other in a whole, rather than resolving them into their precise details through minute analysis. Orientation and summary gain a new importance. The organization of the curriculum will often disregard normal academic subject boundaries. Certain aspects of civilized life, highly valued in cultured, social living, which are omitted or subordinated in the ordinary academic curriculum, will be added or made important. Literature, as contrasted with languages, will be emphasized. Music and the visual arts will be given a new recognition. Since the purpose will be appreciation of social values as well as of scientific facts, the methods of teaching and learning will be more varied than in traditional university courses. In the sciences, demonstration will become very much more general and more varied in its application.

I do not see how this statement can be improved upon. How can it be translated into reality in a specific junior college? Here is where we meet disappointment in the Carnegie report. They do not go fur-

ther in outlining such a curriculum—probably it was not their function to do so. They suggest that the state teachers colleges take the lead in formulating the details of such a curriculum, with the co-operation of neighboring junior colleges and the State Department of Education. We may accept their proposals for this new type of curriculum without necessarily indorsing the machinery which they suggest for devising it—the leadership of the teachers colleges, for instance, which often have a very different point of view from that of the junior colleges.

At the very point where the Carnegie report leaves off, however, it seems to me the University of Minnesota begins. The most significant effort to translate this excellent theory into practice, although worked out quite independently of it, which has come to my knowledge is to be found in the experimental curriculum of the junior college newly organized this year in connection with the University of Minnesota.

Time permits only a suggestion of a few of the courses which they have organized, often disregarding traditional departmental boundaries and securing the co-operation of instructors in various departments of the University in the organization and presentation of a single course. Consider, for example, the following:

Technology. — Man's achievements and his rise in the social structure as interpreted by the engineer and the architect. Raw materials and their manufacture; building, transportation, and communication; technological agencies and their services, as rendered by national, state, municipal, and private agencies. These will cover

land, water, and aerial surveying and mapping, reclamation, research and development by the Bureau of Standards and other federal bureaus, and state engineering and agricultural experiment stations, sanitation and public health agencies, flood control, and public utility services in water supply, electric power, motor vehicle transportation, the railroads, natural and artificial gas, and communication.

Euthenics.—Food and nutrition, house planning and furnishing; textiles and clothing, management of the home; design, building, and financing the home. For both young men and young women. Given with the co-operation of the university departments of home economics, business, and architecture.

The American citizen and his government.—Designed to equip the future citizen for the responsibilities of his position as an intelligent member of a democratic state.

World politics.—Finance and business, science and education, have become international. This course aims to survey this field.

Formation of public opinion.—Shaping public thinking; the newspaper and periodical and their function; propaganda campaigns. The following questions will be discussed: Does advertising in the press and over the radio result in social change? How does it affect per capita production and consumption? Standards of living? Social values? Public taste? Do people read editorials? Does the newspaper really exercise leadership? Should a newspaper conduct crusades and campaigns? How partisan is the present-day newspaper? The radio? The motion pictures? Certain magazines? Is a publicly owned newspaper or other propaganda agency possible or desirable? An endowed one? Are newspaper changes imposed by so-called great editors? What imprint have such significant figures as Greeley, Bennett, Pulitzer, Hearst, and Scripps

left on journalism? Are there now any men of this stature who mould and stamp national or group thought in any of the opinion-forming fields?

Human development.—To teach college students to know and to understand themselves. The personal adjustment of young people; the basis of adjustment in heredity, early training, and development; the problems met by parents in rearing children and in maintaining a happy and successful home and married life.

Appreciation of the fine arts.—Appreciation of motion pictures and the theater; appreciation of the graphic arts; appreciation of music.

Chemistry and physics.—Large number of experimental demonstrations, but no individual laboratory work. The physics of sound, light, heat, and motion; the chemistry of common things; practical applications of physics and chemistry; electricity and its fundamental rôle.

Mathematics of business and everyday life.—Everyday statistics and interest; depreciation and loans; investments and insurance.

These, of course, are only a portion of the courses offered in this very attractive new curriculum. The entire offering this year averages about 45 units per quarter, so that during the two years each student can take about two-thirds of the available courses. With the exception of military science and physical education, all courses are elective and open without prerequisites to all students in the junior college. Without giving my approval to the plan of handling these courses in typical university style very largely by the pure lecture method in large classes running into the hundreds if the registration warrants, the curricular content of these courses themselves seem to me unusually

significant and an excellent realization of a true curriculum for social intelligence. I should like to take some of them myself! Already the deans of other schools and colleges of the University have advised some of their students to take some of the courses in the Junior College for the sake of the broader outlook and better integration than is possible in the highly specialized courses in particular departments. There are many features of the Minnesota curriculum which make it unusually valuable for all junior colleges to study it closely. Other significant efforts to devise curricula for "social intelligence" may be observed at the University of Chicago, at Bennington College, at Colgate University, at Stephens College, at Sarah Lawrence College, and at other institutions. Time permits only this passing reference to them.

VOCATIONAL CURRICULA

Another recommendation of the Carnegie Foundation concerns specialized vocational curricula, which they characterize as:

A group of specialized vocational curricula more advanced than those offered in the high school, aimed to care for the needs of those registrants who will probably soon terminate their schooling to enter the occupations.

Regarding them, they say:

From the standpoint of the purposes of the common school, this group of courses is second in importance to the inclusive general curriculum preparatory for social citizenship or social intelligence. The content and nature of these courses will be determined largely by the vocational or semiprofessional opportunities offered by the state or the region, the extent and the

distribution of which can only be ascertained by careful survey.

I believe in this type of curriculum, but fear there is distinct danger that it may be too narrow, too specialized. In our present rapidly changing economic life the young man or young woman who is trained specifically for a particular niche is likely to find himself trained for a position which has ceased to exist. Furthermore, he especially needs to be an intelligent citizen as well as a wage earner. He needs preparation not only for earning a living but for living a life. He would profit greatly by a liberal admixture of the curriculum for social intelligence with that for vocational training. In my judgment a sharp distinction between "preparatory" and "terminal" is unfortunate and unnecessary. I cannot but feel that such a curriculum as one for "social intelligence" is equally valuable whether a student is going directly into life or going into upper-division work in the university. At Los Angeles Junior College there has probably been the most significant development of semiprofessional courses of a terminal type of anywhere in the country. These are not narrowly vocational, however, as frequently is erroneously supposed. They are definitely planned to develop concurrently "vision and skill" as the director, Dr. Snyder, has so happily conceived and phrased it. His paper later today will present more clearly than I can here the underlying philosophy of the Los Angeles plan. I feel that a judicious mixture of the Los Angeles and Minnesota curricula might be closer to the ideal curriculum for many students than any now existing.

UNIVERSITY ATTITUDES

The success of both the semiprofessional type of curriculum and of that for social intelligence is conditioned very largely upon the attitude which our leading universities take toward this type of work. If they continue to prescribe particular patterns of courses as essential to entrance to the university, then a strictly pre-academic course will be taken by most of our students. It is very difficult to enroll students in a curriculum upon the gates of which are inscribed the motto, "Abandon all hope of university education, ye who enter here." Many students who deserve and will profit by a junior college education may and probably should never enter the university for professional work, but they and their parents object, and properly so, to having the door of possible entrance to the university unalterably closed to them if they chose a semiprofessional curriculum, or a curriculum for social intelligence. They will refuse to submit to any such doctrine of academic predeterminism which forever forbids possible entrance to educational paradise. They will decline to be the victims of any such doctrine of educational damnation.

There is a way out, however, a method by which entrance to the educational Eden is still possible. It is highly probable that the progressive colleges and universities of the future will select their students from these or other curricula on the basis of ability, interests, initiative, personality, and promise, rather than on the completion of a specific pattern of subject-matter. This will mean that the same cur-

riculum, call it social intelligence if you wish, will be university preparatory for some, terminal for many, but cultural and social for all. This educational millennium is not yet at hand, it is perhaps not, like elusive prosperity, "just around the corner," but we have faith to believe that it is on its way, and that perhaps insistent demand and intelligent persuasion on the part of the junior colleges of the country may result in a much more rapid advent of the right of educational self-determination on the part of the junior colleges.

PRE-PROFESSIONAL CURRICULA

The third and fourth recommendations of the Carnegie Foundation concern pre-professional and pre-academic curricula. These need not be repeated here, since they offer nothing that is new or especially different from the curricula which are given almost exclusively in far too many of our junior colleges today. I find myself in somewhat definite disagreement with these recommendations, especially the pre-professional curriculum; except as a temporary expedient. From the standpoint of society as a whole, I feel that it is very questionable wisdom for the professional school to reach down into the junior college, the senior high school, and even in some cases into the junior high school and prescribe specific patterns of preparation. Surely of all people the doctors, the lawyers, the ministers, the engineers, the journalists, the architects, and other professional groups should have a broad foundation of general culture and "vision"; surely they can profit also from a wisely designed curriculum for "social intelligence." The

professions already have too many narrowly trained specialists, when they need instead more broadly educated men to be the leaders in the social, the economic, and the political life of the future. If additional time is required for technical preparation let it come during the professional course, even if it is necessary to extend it, rather than encroaching upon the distinctive field of the junior college which should be sacred to courses of the "social intelligence type." When universities modify and broaden their methods of admission, as suggested in the preceding section, and when the professional schools realize that society needs citizens as well as specialists, pre-professional courses in the junior colleges can be relegated to our academic museums along with other fossils carefully labeled to show posterity the progress of humanity toward higher goals.

ADULT EDUCATION

With the fifth and last type of curriculum recommended by the Carnegie Commission I am in most hearty agreement—adult education. Their recommendation reads:

The function of adult education may well be associated with the junior college as a supplementary service. It concerns not the regular full-time student body but the citizens of the community, both men and women, who have terminated their formal schooling and wish to advance their self-education with the stimulus, direction, and aid which the present-day organization of adult or extension education provides. Junior colleges are local or community institutions and may well be cultural community centers.

I should change only one word of this statement. I should prefer to

consider this phase of the curriculum not as "supplementary" but as an integral and essential part of the curriculum. With the greatly increased leisure time which our technocratic friends assure us is also just around the corner for all of us, and for too many of whom it is already a distressing reality from complete lack of employment, a suitable program of adult education in the local junior college offers invaluable provision for further development and a distinct safeguard against loss of hope and courage in this period of economic stress and strain. Under present conditions the local junior college ought not to curtail its program of adult education, as is being done in some institutions from false economy, but ought to extend it and popularize it in order to minimize the unhealthy emotional and mental effects of unemployment and depression. The local junior college, with well-trained teachers, well-equipped libraries and laboratories, and opportunity for close contact with local needs is far better equipped to render such service than can be done through long range absentee university extension work.

EIGHT PROBLEMS SUGGESTED

President Andrews, in asking me to prepare this first paper on the program of this meeting, suggested that I should delineate some of the vital problems in the curriculum field as a basis for later discussion. May I therefore summarize briefly by stating in a few sentences what seem to me to be the outstanding problems of the junior college curriculum?

1. Shall we place chief emphasis upon the development of some type of curriculum for social intelligence?
2. If so, how shall we determine the suitable content for such a curriculum?
3. What is the desirable content and the best social point of view in semiprofessional courses?
4. To what extent may demonstration-lecture replace individual laboratory work in curricula intended for non-specialists?
5. What courses, if any, should be required of all junior college students?
6. How shall universities be persuaded that such curricula as those mentioned in the questions above are entitled to full academic respectability? That quality of student is more important than pattern of preparation?
7. How shall professional schools be shown that they have an obligation to give to society more intelligent citizens as well as skillful practitioners?
8. How shall we best meet the needs of an adult population which, with ever increasing leisure either voluntary or enforced, is becoming increasingly education-conscious? How help them to adjust themselves to the changed and changing economic and social order?

These are the important prob-

lems of curriculum adjustment in the junior college which I have considered in this paper. I have not solved any of them. Had I done so, I should have been wiser than any man in America today. I hope, however, that I have been able to define them more clearly and to suggest the direction in which their solution lies. They will be solved in part by thoughtful consideration in such national meetings as this one. They will be solved in part by such significant local conferences as the one held a few months ago at National Park Seminary, a report of which we are to have tomorrow. They will be solved in part by careful experiments in progressive junior colleges throughout the country. They will be solved in part by the thoughtful deliberation of educational statesmen. You and I have the privilege, the opportunity, and the obligation to do our part in their solution; but finally, as I said in the beginning, they never will be solved permanently, for the supposed solutions, when found, will be only tentative and will require constant modification and adjustment to meet our growing and changing social order.

Problems at Los Angeles Junior College

WILLIAM H. SNYDER*

I deeply regret that I am unable to be with you and personally take part in the discussions of the problems of the junior college. These problems are very great and can only be solved by the mutual help of the splendid group of men and women who make up this Association. It is, however, my desire, if I may, to contribute my iota toward their solution.

Any educational institution which is endeavoring to follow a consistent policy must be actuated by a well-considered philosophy which can be summed up in a concrete statement for daily guidance. The statement evolved by the Los Angeles Junior College is that the aim of education is to help young men and women to make good in life. To make good, one must be able to earn a respectable living and must also have an adequate understanding of the spiritual, intellectual, social, political, and economic conditions of the age in which he lives. The vital problem of the junior college is, then, to find how it can be most effective in helping its students to acquire those talents which are essential for making good in life.

There has been much said and written about vocational and educational guidance, but the average young American comes from a stock whose traditions are not of guidance by others but of personal

determination based upon individual and independent exploration. The European youth rather expects to follow in the footsteps of his father; the American youth to strike out for himself into new fields concerning which his father knows no more than he does. The independence of the pioneer spirit still actuates a large part of our youth. They revolt at superimposed efforts at guidance. Apparently the greatest attraction and value of the American colleges, since they have ceased to be merely preparatory schools for the learned professions, has been the fact that they open up to our youth an opportunity for independent, intellectual, and social discovery. In them, young men and women absolved from direct tutelage are able to endeavor independently to find themselves. Only a pioneer nation needs an educational unit of this kind; only a pioneer nation could have developed it. It has no counterpart in Europe. It is neither a traditional secondary school nor a university. It is a vocationless void which breeds careers.

So complex, however, has become modern productive industry, that one must not only know the direction he wishes to take, but also an expeditious road to reach his goal. It seems necessary, therefore, to engraft upon the exploratory work of the college some training which will give skill and thus enable our youth to begin understand-

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ingly their industrial careers. In order to get a start toward economic independence they must be able to enter successfully some productive activity. They must acquire an ability to do something definite—not a belief that they can do almost anything.

The academic college is not fully meeting the needs of this industrial age because its graduates are given no useable skill whereby they may get a start in industry. They have obtained a vision of the way they want to go, but have not been taught how to take the first step. The junior college, being an independent terminal unit, unhampered by educational traditions, can undertake the problem of giving its students both a vision of life and a skill to produce.

VISION AND SKILL

From its beginning, the Los Angeles Junior College has attempted to give to its students both a vision of the world in which they have found themselves and an initial skill whereby they can become producers. We do not desire to give them a permanently satisfying vision or a perfected skill. If they are to make good in life, it is necessary for them to realize that they must expand the one, and perfect or modify the other. Many of them, we realize, will not desire to continue permanently in the line of work in which they started; they need, however, to have something that they can definitely do to enable them to obtain a start, and a start is about all any educational institution can hope to give.

High-school graduates appear to divide themselves rather readily into three somewhat distinct divi-

sions: those who are book-minded, who, if they have the opportunity, can successfully take advantage of university training; those who are manual-minded and who will obtain their greatest satisfaction from the industrial work taught in our vocational schools; and those who are neither the one nor the other, but who will make up the great bulk of our productively industrial citizens.

Two great universities, an outstanding institute of technology, and several fine liberal arts colleges situated in Southern California give ample opportunities for the first group. For the second group, a very superior vocational school offers all the training they could desire. But for the third group nothing had been provided and it was for this group that the Junior College felt itself particularly responsible.

Since educational tradition seems to have decreed that only the academic-minded are educationally worth while, duplication in the Junior College of the work done in the first two years of the state universities was necessary. This enables the young men and women of Los Angeles City to complete one-half of their university work without leaving home if they so desire. The University of California has cooperated in every way to make these certificate courses successful, and has given every assistance possible to their satisfactory functioning. Students are given full credit in the University for work done at the Junior College.

NEED FOR TERMINAL COURSES

In studying the needs for semi-professional or terminal courses, it

became apparent at once that there were large numbers of high-school graduates who had no vocational bent and who had neither the time nor the money nor the educational drive to carry them successfully through four years of college, but who desired to obtain a more extended educational vision than the high school had been able to give them. Their needs were not met by the foundational courses which were developed for the first two years of the university because these cover only limited portions of educational fields and offer no comprehensive unity. It was decided to make the liberal arts courses for these students exploratory, covering fields of learning, not sections of fields. The members of the faculty were asked to write out what particular contribution each of the liberal arts subjects which they had taken in college had made to the enrichment and satisfaction of their lives, and to ask as many of their friends as possible to do the same. These statements were sorted and given to the different departments for tabulation. The tabulations gave at least some indication of where the emphasis in the different courses should be laid and afforded criteria for curriculum development. Although these courses are at present far from what we hope they will become, yet we believe they are much more valuable to our students than those which were developed to be foundational for more advanced work or those developed from simple a priori reasoning. Obviously, however, the development of the best kind of liberal arts courses for the junior colleges will require the united effort of many college faculties.

The problem of developing courses which will prepare young men and women to enter industry and make good was a most difficult one. We decided at once that there was no use in preparing trained people for jobs that did not exist. It was necessary to learn at first what openings in the Los Angeles area were suitable for young men and women of the junior college level. A rapid but somewhat comprehensive survey was made to determine what openings were usually available in worth-while fields. When sufficient opportunities were found to justify apparently a preparatory curriculum, a preliminary study of the technical requirements for a successful worker was made, and a course of study embracing these requirements was developed with the co-operation of skilled employees. Whenever possible, a group of leading employers was invited to the college to discuss with interested members of the faculty the proposed curriculum. These discussions were very enlightening and aided greatly in developing not only the technical courses, but also the subject-matter of the supplementing liberal arts courses. After being indorsed by the employers, the curricula were offered to the students and are now being tried out. Thus far this method of developing curricula has been most satisfactory. The rapid increase in the enrollment of the college since its opening in September 1929 until during the last semester it had an average daily attendance of 4,316 seems to warrant the belief that we are filling a thus far overlooked educational need. About three-fourths of our students are pursuing semiprofessional courses.

We have found that the young men and women who enter the junior college desire to enjoy the social traditions which the American college has built up. These characteristic traditions are not sporadic outgrowths of unreasoning juvenility, but are the natural products of the evolving social life of an immature community. When rational, they form valuable aids in the development of essential social relationships. A college which does not utilize these worth-while traditions is not giving to its students the full advantage of a college education.

MAINTAINING COLLEGE SPIRIT

In order to maintain a genuine college spirit the Los Angeles Junior College has divided its students into four distinct semester groups: Alpha, Beta, Gamma, and Delta, corresponding in their relationships to the freshman, sophomore, junior, and senior groups of the four-year colleges. We are able, thereby, to develop true upperclass responsibility and leadership and to give to the student body an attitude which is really collegiate. Our graduates feel that they have not simply terminated a secondary curriculum, but that they have breathed the vital collegiate atmosphere. They have had a chance for self-orientation, similar to that so much vaunted by the four-year college people.

Up to the present time, we have developed twenty distinct semiprofessional courses. Each of these is devised to give a rather generalized liberal arts training and sufficient skill to enable the graduate to enter and make good in some special line of productive activity. None of

the courses endeavor to develop a highly perfected or intensely specialized skill, but they do attempt to make the student industrially worth while along some specific line. He knows how to do successfully something that has real commercial value, and he has sufficient breadth of experience and training to adjust himself to changing conditions. We have no short courses or vocational line-ups. These, we believe, are the prerogative of the vocational school and not of the college.

CURRICULA OFFERED

The curricula that we offer are: accounting, aeronautics, art, banking, civil engineering, drama, electrical technique, general business and business law, liberal arts, mechanical engineering, music, nursing, peace officers' training, physicians' and dentists' assistants, publications, radio and sound, recreational leadership, registrars' assistants, secretarial work, and social arts.

As has been already stated, each of these curricula has been most carefully worked out by the faculty in conjunction with leading employers in this particular line. They appear to be working out satisfactorily but of course many readjustments and changes will be made as the years go by. Some of them may be dropped and others may be added. We are endeavoring to feel our way along hoping each year to become of more and more service to the young men and women of our city. Several of the curricula are probably expedient only for this city, but a number of them we believe would be of value in almost any locality.

It might seem that the cost of suitably equipping and supplying a junior college of this type would be almost prohibitive. High-grade apparatus is essential and there are many pieces required which are not usually found in a college laboratory—some of these being rather expensive. For successful work each student must be equipped with individual apparatus and supplies. In the Los Angeles Junior College, however, on account of its large size and the careful selection of its apparatus, the cost per unit of daily attendance is less than the average cost of the high schools of the city. At present the cost of instruction per pupil is also less than that in the high schools. Because the work has a strong appeal to the students, less personal supervision is necessary, and disciplinary problems are

practically eliminated. When young men and women feel that an institution is endeavoring in every way possible to shape and develop its courses and its institutional attitude so as to be of the most possible service in helping them to make good in life, they unhesitatingly co-operate in the undertaking. Thus far, at least, this has been our experience.

We do not attempt to provide for adult education because the city had established an excellent department for this work several years before we started.

There is an old adage that the proof of the pudding is in the eating—probably also the digestibility. Our pudding has not been served long enough to prove fully its succulence, but it apparently is nutritious and it surely is digestible.

The Junior College Curriculum

DOAK S. CAMPBELL*

Present conditions challenge education to justify its program. Whether justly or unjustly, education must bear a share of the blame for the chaos that seems to be enveloping us. The taxpayer is looking for just one thing—relief. The politician has promised just that thing at all costs. Retrenchment goes on apace. The taxpayer rationalizes until he comes to believe that he can cut the educational program at every vital point without reducing the quality of educational service. The troubled taxpayer cannot think constructively when he is in a state of panic. The politician, the natural enemy of the child, capitalizes the situation and serves his own ends. It was ever thus.

But the taxpayer is also a parent, interested in the welfare of his own child. Again and again he has demonstrated his willingness to sacrifice for the child's opportunity. In times of stress he tends to become a more discriminating and careful buyer of every necessity and to postpone the purchases of what he thinks are luxuries. But the fact remains that he does consider some kind of educational opportunity a necessity. Therein lies both our hope and our challenge.

Thus far, the taxpayer has been accepting education more or less uncritically. He has supported it at all levels freely—sometimes with

prodigality. He has been content to accept our program with even less resistance than might have been expected. He has accepted a given measure of it in good faith, believing that educators were delivering the product as advertised. Now, however, he is in the mood to question, or, if not now in the mood, he will be driven to it by the drastic retrenchments that are being effected and the others that must follow. Economy, the slogan of the politician, means just one thing—retrenchment, but economy, in its true sense requires the other leg of support—the quality of the product.

Junior college literature is full of suggestions as to the place and function of this unit in our educational system. During the period of promotion many of these suggestions were clearly the outgrowth of enthusiasm on the part of those who felt the necessity of defending the new institution. Now, however, the junior college, along with all other types of educational institutions, finds itself under the necessity of satisfying the taxpayer that its service is worth continuing.

Heretofore the discussions of administrative patterns and organization have been predicated upon a sort of junior college philosophy, no doubt, but clear statements of it are rarely found. Such statements as are found in the literature are frequently obscured by the lumber of administrative matters. It has been asserted many times, but

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will bear stating once more, that education, at any level, however much it may impress us with its machinery, must finally prove itself in terms of its product—measured qualitatively.

The fact that, in a large majority of cases, junior colleges seem content to adopt without serious question the first two years of the four-year college is damaging, not because the program is necessarily good or bad, but rather because it has been accepted without apparent struggle. Discussions of the curriculum frequently involve analyses of course offerings and statements of general practice. Such statements are usually in terms of credit hours and course names. They are usually evaluated empirically. This empiricism may account in part for some of the fog in which we now find ourselves.

The very fact that the junior college finds itself with a program largely handed down should indicate something of the nature of its problem. A critical study of what is now being done would at least give the faculties of these institutions opportunities to develop techniques valuable in curriculum study and revision. Thus, those who are responsible for the direction of the educative process would have something to say about what goes into the process—a state of affairs that does not always exist. If junior colleges set about the work of study and revision, a mere reshuffling will probably result unless there is freedom to follow out curriculum procedures once they have been agreed upon.

A necessary first step seems to be a statement or restatement of the philosophy underlying secondary

education. The junior college thus far has been plastered on somewhat as a patch. If a defensible philosophy of secondary education that comprehends the junior college exists, surely it can be discovered and stated in functional terms. Are there principles that can be stated that will, from their very nature as principles, make possible the development of a curriculum? We should not be afraid to attempt to state such principles, if for no other reason than that in restating them we subject them to additional scrutiny.

For example, if education is a continuous process in the life of the individual, then this consideration should be reflected in the curriculum rather than being merely a phrase to be set to various kinds of pedagogical music. If interest bears a definite and specific relationship to learning, then every step in the curriculum process should be in accord with that relationship. If, on the other hand, that body of subject-matter organized out of the field of known and knowable things is to be the chief control in the making of the curriculum, then the process will continue to be a reshuffling with each subject field "contending for its rights" and experiencing a peculiarly virtuous thrill each time an additional semester-hour in that field is added. Courses have been added, divided, and multiplied, but only the stern and relentless axe of economic retrenchment seems to be effective in removing courses once they have been catalogued. There is ample evidence to show that the addition of courses may not materially affect the character and scope of the curriculum.

Is it not possible that there is greater probability that the experiences of the pupil will be organized into desirable behavior patterns if these experiences are related to functional phases of social life? These functional phases of life are derived from analysis of the major purposes of society, expressed through either organized or unorganized means. These major purposes are unifying forces of all action in society, either of individuals or groups, for all activities are positively or negatively related to the realization of some of these major social purposes. Thus, these purposes are the determinants of relationships between activities. The pupil, then, becomes able to interpret and to understand his environment as he relates his own and others' activities to the realization of these major social purposes. These purposes, with their implied activities and contributing drives to action, may be called "functional centers of social interest." These "functional centers of social interest" suggest desirable sequence, scope, and organization of the curriculum. They may safely be accepted as guides because they have persisted as dominant phases of social life. The means of achieving a major social purpose are subject to constant change, but the major purpose remains essentially the same. Hence, there are reasonable grounds to expect that the pupil will continue to find it necessary to organize his abilities into behavior patterns around "functional centers of social interest" derived from major social purposes. The organization of the curriculum with due consideration to "functional centers of social interest" provides oppor-

tunity for formal education to become functional.

The foregoing statements indicate that teachers should find suggestions for desirable sequence, scope, and organization of the work for given groups of pupils through "functional centers of social interest." Hence, these centers should be outlined early in any program of curriculum revision.

The aims of education should be the ultimate controls of the curriculum. They indicate the direction in which growth should proceed. But aims cannot be achieved in isolation or in a random or forced relationship. They develop into intricate behavior patterns in the life of the pupil. Thus, education must be concerned as much with the relationships in which aims are achieved as with the individual aims themselves. Centers of interest indicate phases of life which involve aims in desirable relationships. The aims indicate what the relationships should be.

To illustrate, from a situation more appropriate, perhaps, to a lower level, protecting life and property may be a good center of interest. But this does not indicate what direction shall be taken; that is, what understandings, attitudes, appreciations, and automatic responses should be developed in connection with this function of protection. Should a man steal if he can get away with it? Should one kill in protecting property? Is it right for nations to destroy each other's property? The answers to such questions which develop from centers of interest must be dictated by the aims of education.

There seems to be small hope that the junior college will make

its distinctive contribution until it shall adopt curriculum procedures based upon other premises than those now in current use. If there is a philosophy peculiar to the junior college it should be stated. The aims of education at the junior college level should be determined. These should be comprehensive and should be in accord with the considerations fundamental to curriculum construction. These aims should be so related to the interests and abilities of students of junior college age that materials and pupil activities will grow out of them logically.

Procedures for curriculum study and revision should involve the cooperation of all faculty members in stating the aims of education in the

junior college. This should be done first without special regard for the lines that usually divide the several subject-matter fields. When these aims have been stated, faculty members in a given subject field should state the aims to which that particular field might contribute. Constant attention should be given to the points at which subject fields may co-operate in achieving certain desirable outcomes.

Some such procedures, followed consistently from year to year, should result in further development of curriculum techniques. They should also show a wholesome effect upon teaching. No doubt, they would go far toward determining the real place and function of the junior college.

Higher Education Meeting the Depression

FRED J. KELLY*

This depression is not essentially a financial phenomenon. It is not even an economic one. Rather is it the more obvious manifestation of a veritable social revolution. This revolution is world wide, but has its focal centers in those countries where technological development has gone farthest.

Because of the widespread misconception of the nature of our present depression, mention of a few noneconomic phases may be appropriate.

1. The world is in rebellion against government. Recall the countries where governments have been overturned by extra-legal methods—most of the South American countries, and Spain. Note the revolt in India, none the less significant because it is indulgently called nonresistance. Note the fiery Irish challenge. Think back over the rapid successions of parliamentary changes in France and Germany. Note the Japanese defiance of world opinion.

2. Age-old social institutions are losing their power. The Church, for example. Russia has thrown out the Church, bag and baggage. Spain is in nearly open rebellion against the Church. Mexico is in difficulty with the Church. Competent students of the question regard with some alarm the apparently growing

indifference of America's leaders to the Church. And so on.

The home. With rapidly declining birth rate and rapidly increasing divorce rate in this country, this most fundamental institution is undergoing changes of incalculable import. Russia is trying the experiment of a social organization with the home largely eliminated.

3. Respect for law, the foundation of organized society, is diminishing. Racketeers in the cities, bootleggers through the country, speeders on every highway, farmers' strikes, etc., testify to the growing disregard for law.

All of these—and many more which might be named—are fundamental aspects of this social revolution. They were progressing before the financial debacle of 1929. It is these more than the financial aspect to which higher education must give major attention. What agency if not higher education can be looked to to bring society through bloodlessly. Revolution it already is; peaceful on the whole, to date. But it is absurd to close our eyes to the possibility that it may not always be peaceful if we cannot find the way to re-establish a greater measure of popular well-being.

So, I take seriously the topic, "Higher Education Meeting the Depression." Our present social plight reflects the failure of our past education, particularly our higher education, and there is no other hope

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for the future except a redirected education. Such redirection is probably more needed on the college level than on any other.

I could discuss financial readjustments. Many colleges are doing on 35 per cent reduced budgets this year below last. Many are faced with even more drastic reductions for next year. Some will be compelled to close; some have closed already. But in spite of the seriousness of the budget problem, higher education will go on.

Salary cuts might be discussed. More than half the institutions have reduced salaries this year, and the median of those reductions is from 8 to 10 per cent. Many institutions have reduced salaries 30 per cent, and a few have paid almost nothing since September. But in spite of salary cuts higher education will go on.

Or legal adjustments might be discussed. The legislatures now in session in more than forty states seem bent on curtailing expenditures for higher education by law. If pending legislation is passed, institutions are to be closed, others seriously restricted in curricula, four-year colleges reorganized on the junior college level, and consolidation of competing institutions effected. Some of these measures will no doubt prove to be ill advised and harmful, but higher education will go on.

Not that these matters are unimportant. On the contrary they are desperately important. But in spite of their importance, they do not constitute the fire in which higher education is being tested. They are relatively transitory and superficial. The real test is coming—indeed is already here. That test has not to

do with the financial depression, except secondarily. It has to do with the social, the spiritual, and the intellectual. The adjustments of higher education to meet the spiritual and the intellectual problems raised by this social revolution are the fundamental test. Can it make such adjustments?

What I am to say, then, must be largely prophecy, although there are many reassuring developments actually taking place. These afford ground for something more than blind faith, although it must be acknowledged that they have as yet borne little ripened fruit. Perhaps my reassurance comes mainly from the fact that these developments exemplify some of my own preconceived notions of readjustments which must take place if higher education is to play its part in building a spiritual and intellectual society able to cope with the complex problems of this social revolution and keep it bloodless.

Considered in these terms, then, the depression is but a symbol of the larger and longer struggle. What I say cannot be limited to those happenings of the last three years. Higher education had begun here and there to meet the depression several years ago.

INSTITUTIONAL CO-OPERATION

Rugged individualism, that cherished spirit of our pioneer days, has nowhere flowered more luxuriantly than among our institutions of higher education. Institutional competition, the handmaid of individualism, has dominated higher education. Institutional growth and aggrandizement have been the goals. Get students, yea stand not upon the manner of your getting,

but get! Build buildings. If you can't raise money for them yourself, the Smith Corporation, professional campaigners, can. Get public attention. Advertise. If you can't win in mathematics perhaps you can in football. What does it matter that a few husky youths are sold out in the process!

So we over-boasted higher education. We made claims for it that have not panned out. Disillusionment has followed. Popular esteem and confidence is threatened. Too often the sharpest critic is the alumnus.

Of course we must not be too harsh. Competition was the philosophy in business during these same expanding years. Congress was engaged in endless debate as to how to make anti-trust laws really "bust the trust"! We really believed in competition. But the same Congress is now trying to see how it can facilitate combinations. Co-operation in the public interest (which means under public supervision) has replaced competition as a national philosophy. Probably it is only natural, therefore, that co-operation among institutions of higher education is gaining rapidly.

State unification.—The first type of co-operation is state unification. Institutions formerly competing are now being placed under a single board of control. Perhaps this type of co-operation is much like that of the two brothers disputing over which should have the piece of pie and which the apple sauce. You recall that the mother said, "Now one more word and you'll both go to bed without dessert." This brought the prompt co-operative spirit of willingness to draw straws for the pie. Whatever the reason, since

1905, single boards have been created to replace separate boards over each institution in nine states, Florida, Georgia, Mississippi, Kansas, North Dakota, Oklahoma (later repealed), Iowa, Idaho, and Oregon. North Carolina created a single board for the university, the land-grant college, and the women's college. South Dakota and Montana have had single boards from the beginning of their statehood.

While this unification through single boards is an impressive movement, the genuine co-ordination which was expected did not materialize in many cases. Hence a supplementary movement is now on to implement the demand for co-operation by creating chancellorships to have executive control over all the institutions in a state. Montana created such a position in 1913 and elected the first chancellor in 1915. The depression has given swift impetus to the movement. Within the last 18 months three states, Georgia, North Carolina, and Oregon, have followed suit.

To those interested in the substance rather than the form of consolidation, what is being done in Oregon may justify a word. Six institutions are really consolidated. All the teacher-training for high-school teachers is under one dean. All the teacher-training for elementary school teachers in the three normal schools is under one head. All the junior college work on the campuses of the university and the state college is under one head. The senior college and graduate work in all the sciences and their applications in engineering, agriculture, forestry, home economics, etc., is concentrated on one campus; the senior college and

graduate work in all the arts, literatures, and social sciences, and their applications in law, commerce, music, and the like, on the other campus. Thus there is an attempt to make a single university of Oregon, using all the facilities of the six formerly competing institutions.

Voluntary co-operation. — Without the aid of statutes, some institutions are uniting forces or co-ordinating efforts. Three colleges in Arkansas have united to become the Hendrix college system, under one president. St. Mary's College at St. Mary's, Kansas, has become the theological school of St. Louis University. Many four-year colleges in Missouri have become junior colleges with programs co-ordinated with the University of Missouri. Nine colleges in Ohio have made agreements with Ohio State University for combination curricula. Even Harvard and Yale, rivals for so long, have made a co-operative agreement whereby a combination law and business course will be available to students who go the first year to Yale, the second year to Harvard, and the third and fourth years to Yale.

Truly, co-operation is on the way.

CHANGING COLLEGE COINAGE

We have persisted long in the free and unlimited coinage of credits at the ratio of 16 to 1 (sixteen credits to one educational value). I confess to a sort of morbid complex on this question of credits. I seem to see in our credit system one of the most insurmountable stumbling blocks to effective education. Almost inevitably, under our system, the student develops the attitude that education consists of the

accumulation of so many credits. Or at best, it is made up of the substance behind the credits. Even teachers fall into the same attitude. Rarely are either students or teachers vividly conscious of the essence of education, which is the transformation taking place within the student. Instead "credit chasing" dominates the campuses. It even becomes bad form to be over-scrupulous as to the means used in getting credits.

Associated with this blight on learning, and resulting at least in part from it, is the general irresponsibility among students. They come to classes more or less resignedly. That's the price they have to pay. Their actions say, "Well, professor, here we are. Now educate us." Sometimes their expressions go farther and seem to say, "There ought to be an easier way than to have to listen to your lecture, but perhaps there isn't." Of course, I have overdrawn the picture a little, but I haven't misrepresented the spirit of a very large number. Until that spirit is rooted out, there can be little really educative transpire. No price therefore is too great to pay for transforming the campus from a place of teaching to a place of learning. To shift the center of gravity from the teacher to the student is the greatest single manifestation of a reform in the colleges to enable them to play their part in this social revolution.

In this movement, the depression is helping. Scores of letters were written by college presidents in answer to an inquiry as to how the depression was affecting their institutions. These were reported in the November 1932 *Bulletin of the As-*

sociation of American Colleges. The almost uniform testimony in these letters was that the hard times were making it possible for the colleges to more nearly approach their ideal of education than they had been able to do before. A lot of dross is being burned out of the colleges. The spurious coin of credits is less necessary to obtain study this year than formerly.

Certain changes are being made in colleges to help the movement along. Courses are being made more comprehensive and less specialized. The biological sciences are being consolidated and a student instead of having to choose among a half dozen courses, the beginnings of as many departmental sequences, can now get a comprehensive course embracing the essentials of the several biological sciences. In such a course, meaning, that is, the application of the data to problems which the student comprehends, is the central purpose. No longer is the course taught from the point of view of the professor who regards him as a prospective specialist in the professor's field. More than a hundred four-year colleges, in addition to a great many junior colleges, had some form of comprehensive courses last year.

With the growth of comprehensive courses has come an extension of the examining function of the college. If the teacher who teaches the student does not do the examining, does not assign the grade, does not determine whether the student shall get his credits for the course, then it is easy to reverse the emphasis in the student mind. He isn't having to please the teacher.

Instead of his attempting to conceal from the teacher what he has not been able to learn, he comes to the teacher for help in his difficulties. Teacher and student become partners in the task. The task is the student's education. The teacher is a helper, not a task master.

The University of Chicago is the first institution to create the job of university examiner. The first general examinations constructed by this examiner were made last year by the combined labors of the best specialists obtainable in the field of examinations, and the subject-matter specialists who were responsible for the content of the courses. The students—all the freshmen—were free from the ordinary requirements of class attendance throughout the year, while they were preparing for these comprehensive examinations. The general response of the students proved to be fine, and it was clear that the assumption is erroneous that you have to drive students to study by the machinery of day-to-day checking up.

It may be said, therefore, that colleges are building up the spiritual and intellectual side of education by discarding the credit, and putting in its place an interest in self-education.

PLACE OF THE JUNIOR COLLEGE

The last adjustment for meeting the depression I wish to mention is the enlarged place being given the junior college. The distinctive general education function of the junior college, continuing as it does the general education of the high school, is recognized as the greatest need of our people. General education must be widespread. To expect the great majority of

our people to go through a four-year college course is probably unreasonable. To clearly differentiate the junior college from the senior college is therefore indicated if we are to have widespread civic and social education. More four-year colleges are becoming junior colleges. More junior college divisions in four-year colleges are attaining effectively independent status.

In this development, one phase which is still mostly in the future deserves to be stressed. That is the part to be played by junior colleges in adult education. No outcome of this social revolution is more clear than that adults must continue systematically their education. No one remains prepared to participate in social events long who does not continue to study. Junior colleges must increasingly become really people's colleges. They must interpret the rapidly changing scene for the people. They must create and maintain an active informed public opinion in support of the measures necessary for social progress. Their faculty must be community leaders. They must organize the community forces for

good. Leisure is the problem of the immediate future, not unemployment leisure, but short-work-week leisure, and home leisure. The institution in the most strategic position to organize a suitable leisure-time program is the junior college.

In short, the junior college is riding the crest of the wave today. Its opportunities are boundless, its responsibilities correspondingly great. If this association can help to steer its course, to keep it from becoming static, it will contribute greatly to stabilize our country's progress through this revolution.

To summarize, then, this depression must be regarded as a phase of a world-wide social revolution. The colleges in order to play their part better are doing increasingly three things: they are co-operating where they were formerly competing; they are substituting for credits, other more abiding motives which establish genuine interest in study; and they are recognizing the obligation of the college—particularly the junior college—for social and civic education of the great majority of our people, especially adults.

The Junior College in American Education

J. O. CREAGER*

In dealing with this topic I am not concerned in attempting to predict the future place of this college in the educational scheme. I am merely interested in trying to interpret the kind of service which this new and disturbing institution is now rendering.

It is, as I see it, a sort of iconoclastic institution. It breaks old images, and tends to upset conventional educational china. The word "iconoclastic" may seem too belligerent. This is not intended. It works quietly, but accomplishes epoch-making results. Perhaps "osteopathic" would be a better term. Under that notion, it specializes, like a physician, on bones and joints; tends to make stiff joints flexible and old bones work more smoothly. As a bone specialist, it has disturbed also some of those dry bones in Ezekiel's valley, where, it is said, no wind doth blow.

I have the profoundest respect for all that is fine in academic tradition. However, our university system is now nearly nine centuries old, and our American college nearly three centuries. It would be strange if these institutions had not accumulated quite a few patron saints whose images people love to worship. Now this new institution, the junior college, seems to me to be doing certain things that threaten the academic status of these

saints. I have given these saints certain names and I now introduce them to you, under their official titles.

ST. ARTICULAR SCLEROSIS

The first one whose status seems to me endangered I call "St. Articular Sclerosis." The Anglo-Saxon is "Old Man Stiff-Joint." Under his benevolent despotism colleges and universities had become unyielding and unco-operative with respect to the schools below them and often as regards each other. Students from high schools found it difficult to get into universities and if they got in, it was difficult to remain.

Now the junior college has been taking these people, some of them students whom the colleges had rejected, and have found them very good students. In fact, in quite a few states, the stones which the builders had rejected have proven to be better building material in the two upper stories than the native material. This is proving embarrassing to St. Stiff-Joint. The studies of these junior college transfers have accumulated to such an extent that they show that this patron saint of the colleges didn't really know much about selecting students. Either that or that the junior college could take inferior material and make better structures than could the four-year institution with superior material. Now our patron saint can take either horn of that dilemma he chooses; the

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total effect in either case is disturbing.

The public junior college and publicly supported colleges and universities are regarded as integral parts of one and the same system, the American public school system. It must be admitted that many of these higher educational institutions have been less concerned than they should have been with the problem of articulating with the schools below them. This disease I call "articular sclerosis."

Saying nothing more of admission problems let us examine what is happening in the first two university years in any state which has a number of junior colleges, publicly supported. The four-year curricula in professional schools such as Engineering, Agriculture, and Education are quite largely duplicating in the first two years the work of the junior college. By introducing professional courses as a part of their curricula in these first two years, they force the junior colleges to imitate university curricula, entailing a large number of small classes and a vast expense to the taxpayer.

Now if the point of entrance to professional schools were established at the end of the junior college years, as is being done in certain state and endowed universities, the solution of the problem would be at hand. The rapid development of the junior college as a public institution is designed, I believe, to force this issue.

ST. SELECTIVITUS

Another image of a patron saint, now in jeopardy from this iconoclastic institution, I have named "St. Selectivitus"—once a saint in

good report, when you and I went to college, but now the source of much controversy and in many places most dumbly and unintelligently worshiped. He may be called "St. Vitus" for short, for while he is too old to dance himself, he takes diabolical delight in making young folks dance to his music. The word may, for sake of variation, be spelled with the "itis" ending, which according to correct medical terminology indicates some sort of inflammatory condition of the patient.

The colleges withstood all attacks of this disease all through the years of the lean kine when they had fewer students than they wished. Now that they have more than they care for they send up a piteous wail to their saint, who burns with fine indignation at this implied insult coming from mediocrity. It is rumored that once, in a moment of rage, he burst into poetry and produced the following noble effusion:

"We are the sweet selected few,
May all the rest be damned.
Hell was made for the residue;
We'll not have Heaven crammed."

The urgent question is: "Shall selective admission be established by all institutions, public and private? If so, what degree of selectivity shall be set and what methods used? Where shall the rejected go?"

The answer to these questions depends upon our conception of the purposes of education during these two college years. It is now pretty generally agreed that there are two purposes which should be achieved. The first is that of general education for the future citizen; the second that of laying the basis for subsequent professional education.

If we have the first purpose in

mind, it is obvious that a high degree of selection would defeat the achievement of the purpose itself. We are just now beginning to realize how little we know about education for citizenship. The term "liberal education" which we have so glibly used has no meaning upon which people can agree. To many the term connotes that the organs of vision are located in the occipital portion of the head. This backward look toward the Past would have greater appeal had the Past been used to help solve the problems of the Present. The value of the historical approach to any modern problem, no sane person can doubt. But the criticism upon many present-day curricula is that most if not all of the time is spent in the approach. They recall to mind Irving's *Knickerbocker's History of New York*, in which more than half the book is given to a preface which discussed the various theories of cosmogony. The literature of higher education still runs a steady output of articles holding out for humanistic training and the maintenance in education of what is vaguely called "the Great Tradition," and in rather sad contrast your morning paper is filled with articles full of protest against traditional reactions to the most serious modern problems. If the junior college—an institution not bound by many traditions—should show us the way to a more effective type of citizenship education we would not cavil long about selective admission. America would gladly send all her students to such a college and pay the bill.

The second function of these first two years is that of laying the foundation for professional educa-

tion, the purpose of which is to produce an adequate supply of professional workers. Here, unquestionably, a definite policy of selection should be established. But where shall the selective process begin—at the beginning, in the middle, or at the end of the college? There is no agreement of opinion upon this topic. Practices vary, but the most prevalent one obscures the issue by mixing general and professional subjects in the first two years of professional curricula. If the point of entrance to such curricula should be set at the end of the first two years the advantages to both general and professional education would be obvious.

Here again the junior college is strategically organized to deal with the problem. Being a new institution, it will be less hampered by vested interests and tradition, more ready to try out new practices, less unwieldy in its organization. The typical arts college or university has, in its admission procedures, applied the same methods of selection to all students, regardless of their proposed destination. Obviously, this is unjust to the student and very unintelligent on the part of the institution. If the student is using these two years to round out a general education, we should treat him accordingly. But if he is using them to lay the foundation for a chosen profession the case is quite different.

Minnesota, in establishing a junior college as a definite administrative unit in its state university, has taken a progressive step toward the solution of this problem. More analysis of students' needs and purposes, a better system of guidance and advice, and more experimenta-

tion with selective procedures—in short more work and less argument—is what is needed. Unintelligent rejection is not selection. Much of the present-day limitation of enrollment is merely stupidity.

ST. QUADRENNIALITIS

My third saintly image is that of St. Quadrennialitis—or perhaps better called Four-Year Integrititis. Many have been the worshipers at his shrine and loud are their protestations against the junior college. "The integrity of the four-year college must be preserved," they shout, without stopping to think that such integrity no longer exists. President Wilkins in a recent book points out what he terms "the most important evolutionary phenomenon within the organization of the college today," viz., the trend toward the bisection of the four-year college. This bisection, he holds, is already "a generally accomplished fact," but a fact of which many folks are not yet aware. At this point, we are reminded of the Irishman who had missed his train and ran after it shouting: "Hold on there. You have a passenger on board, whom you have left behind."

Most arts college curricula are so arranged that the first two years comprise general or basic subjects and may be said to complete the student's general education. Specialization, in some form, characterizes the work of the last two years.

If, as President Wilkins shows, the high school has, in the last fifty years, relieved the college curriculum of certain materials which it formerly taught, so that it is now possible to finish general education

in two years, then the junior college may be regarded as a competent institution for the completion of general education. If this conception develops, it is likely that the line of division between secondary and higher education will move up two years and eventually the stronger colleges and universities will abandon these years. Not immediately, but eventually.

The junior college, then, is admirably adapted to experiment with the problem of completing general education during these years. It does not seem likely that, in our American system, we would ever extend free public general education beyond the junior college years or that preparation for the professions would ever, for the vast majority of students, be postponed beyond these years.

The junior college, in its study of the needs of youth and the broader purposes of education during these years, has an advantage over the four-year institution in the following respect. Faculties of four-year colleges and universities tend to look upon freshmen and sophomores in terms of desirable material for the four-year destination. One would have to re-enact the rôle of Diogenes and his lantern to find a four-year institution with a definite policy of looking upon these years as in themselves worth while rather than as way-stations to a four-year terminal. The mere device of calling the first two years "lower division" is meaningless if it doesn't get any further than a change of nomenclature.

ST. ACADEMIC FREEDOM

The fourth image which seems to me endangered is that of our dear

old friend St. Academic Freedom. (Note that my Latin vocabulary has played out at this point.) This saint is of noble medieval lineage and the protective instincts of our profession have made him quite a powerful personage. He always comes in for the autopsy when a college professor gets fired. He writes the coroner's verdict and usually incriminates some hapless college president.

But he exercises other functions and one of his favorite poses is that of irresponsibility. The college, don't you know, is a guild, and as such, exists for the members of the union—the professors. The students are not members of the union as they were in the Middle Ages. Now the college could be made a fairly decent place were it not for these pestiferous students. But here am I, an eminent authority on Sanskrit—or archeology—and I have to teach freshmen. In a real university, one should have most of his time for research. So runs the academic gesture in behalf of professional freedom.

No institution can secure effective teaching with a staff of people who are primarily interested in other things than teaching. Obviously, the first two college years require people competent and interested in the instruction and guidance of students. If the staff in these two years are not interested in teaching, the question is pertinent—why are they there? Approximately five-sixths of the money available is spent on the instruction of freshmen and sophomores. Why accept the money, if we cannot respect the job?

The junior college has not inherited any illusions upon this

topic. Its chief concern is instruction and guidance of underclassmen. What President Wilkins has said upon this subject will bear repetition:

The quality of the teaching is the measure of the success of the college. If the teaching is good, the college is a good college, even though its plant be inadequate and its athletic stars be dim. If the teaching is poor the college is a poor college, even though it has a Freshman Week and a psychiatrist. If the teaching is good, the college justifies its existence and deserves encouragement. If the teaching is and remains poor, the college deserves extinction. What shall it profit a college to add to its staff a man who has a fine voice, is a natural mixer, plays golf in the eighties, is a tireless and efficient committee man, a productive scholar and idealist in life and work—and who cannot teach?¹

The present movement for the improvement of teaching in colleges gathers momentum daily. The junior college has attacked these problems. From the character and training of its faculty it is well adapted to make a significant contribution to the movement.

WHAT IS GOOD TEACHING?

What is good teaching and how may it be achieved? In an attempt to answer this question, I beg your indulgence to relate a personal experience. I am going to describe the teaching scheme in the best instructional institution I have ever known. To do this I hazard the exposure of my own educational pedigree and put myself at the mercy of the accrediting associations. This may be called a case study in educational iconoclasm.

¹ E. H. Wilkins, *School and Society*, November 5, 1927.

For this institution headed the list for iconoclastic procedures.

At Lebanon, Ohio, in 1855, Alfred Holbrook founded an institution which he later called "The National Normal University." It was neither "National" nor "Normal" nor a "University." But with those exceptions the name may stand. It was the prototype of a class of institutions which came to be known as "Independent Normal Schools." They were independent enough. Cubberley says that the history of these institutions forms material for an unwritten chapter in the history of American education.

Alfred Holbrook was born at Derby, Connecticut, about one hundred years ago. He was the son of Josiah Holbrook, founder of the Lyceum Lecture System. Alfred's father was a graduate of Yale but he did not advise Alfred to go to Yale. He said he could teach the boy all that he could learn at Yale in much less time and did not want him to be exposed to certain elements in college life of which he did not approve.

This influence of the father probably appeared later in the type of institution which was established at Lebanon. For, as I see it, the point of departure for Alfred Holbrook's philosophy of college education were two antagonisms or reactions against the established order of things. He had no kind word for universities because of their shameless waste of the students' time and their use of the lecture system. He most cordially hated state normal schools, because they had, he said, gone to seed on methodology. Method could best be learned by having good teachers while you were acquiring a general

education. His favorite slogan was: "Teachers teach as they are taught and not as they are taught to teach."

He, therefore, selected and trained his own faculty, keeping after them regularly and consistently in faculty meetings, devoted to a discussion of what good teaching is. Just here I reach my first suggestion for college instruction. A teaching institution should have a philosophy of teaching. Holbrook had one and his leadership in inculcating it to both faculty and students was most dynamic. In fact, it was a pedagogical gospel. The students had to be inoculated with this gospel, because they were in a very real sense the chief teachers. Holbrook made the teacher a sort of combination of Socrates and good athletic coach—though I do not think he knew or cared much about athletic coaches.

Lecturing was strictly "verboten." Holbrook was a cordial hater, and he hated lecturing as a certain great historic personage is reputed to hate holy water. The business of the teacher at Lebanon was usually to umpire the game while the students presented, in a logical way, the chief points of the daily assignment.

The snapping system gave zest to the game. The moment the instructor proposed a question all who could answer it snapped and kept this up until some one was called upon to answer. This person always arose and remained standing to defend his answer if challenged. If, unhappily, his answer were wrong, the snapping broke out anew and with terrible effect. A class of thirty or forty students could easily be heard across the street when the machine was work-

ing well. This made the class hour most enjoyable and stimulating to all concerned. What we call "class discussion" or the "socialized recitation" today is a tame affair in comparison.

I do not exaggerate when I say that I have never since seen such an absorbing interest in the fascinating game of teaching and learning as I knew at Lebanon while there first as a student and later as a teacher. But as I now look back upon it, I can see that this high attainment was due to the fact that through Holbrook's leadership the school had a philosophy of learning and that both students and faculty were well indoctrinated and initiated in its tenets and practice. It would be quite possible for a junior college to accomplish similar results today. The only things needed are the philosophy and the leadership. Simple enough, is it not?

But you inquire: What became of Lebanon and the rather large number of institutions founded by the disciples of Holbrook? The answer is: They have all died or been translated into another world, undergoing metamorphoses through that academic disease known as quantitative standarditis.

Holbrook's school, originating as it did in 1855, preceded the days of the great accrediting associations with their semester-hours, units, and other time-exposure machinery. The Lebanon school closed about 1919, a victim to the standardization movement and the incidence of state normal schools in Ohio. Other similar schools, such as those at Valparaiso, Indiana; Ada, Ohio; etc., are now sweetly asleep in the arms of some church organization, prepared to take them

over tenderly and make of them respectable and innocuous four-year colleges. (This language must be pardoned, as the emotional reaction of an old Lebanon student, who is sad to reflect that the finest teaching art he has ever known has today nowhere to ply its trade.)

But times change and customs wither. Are we not today witnessing the incipient decay of the quantitative conception of education? What has quantitative accreditment to say about the Chicago University experiment? The honor systems in vogue in many colleges? The Meiklejohn and Rollins College experiments? Are not the high priests of the Academic Church themselves sponsoring beautiful experiments in heresy at Stephens College, Missouri; Joliet, Illinois; Kansas City, Missouri; and elsewhere?

The entire question of the art of teaching in college leads me to my next topic.

PREPARATION OF THE TEACHER

Though my Latin vocabulary for ecclesiastical personages has broken down, the iconoclastic influence of the junior college goes marching on. Another great educational issue awaits decision and the junior college is so situated as to influence the verdict.

I refer to the touchy theme of the professional preparation of the college teacher. Should anyone think this issue is not seething in subterranean regions, let him scan the horizon for new birds of omen. Within the last few years the graduate schools of this country have been the recipients of several most courteous and diplomatic inquiries from different organizations of colleges and universities asking

them what can be done toward professionalizing the college teacher. The replies have been most enlightening though not satisfying. The college teacher—so runs the reply—should be improved, but he should not be expected to study Education.

There seems to be no sense of incongruity in the fact that although the higher educational institutions have been for many years administering a program of teacher-training for the elementary and secondary schools, they decline as patient to take the medicine which they prescribe as physician. No sense of humor is apparent. Seriously and oracularly they declare that it would be a mistake to offer courses in Education as a part of the program of the graduate school for the preparation of college teachers. The play of *Hamlet* is to proceed, it seems, with the melancholy Dane omitted.

This can only mean, either that there are no teaching problems in college or, if there are, the study of Education has nothing to contribute to their solution. Either horn of this dilemma appears to me to afford a hazardous place for graceful equestrianism. Strangely enough, this implied verdict that the study of Education is barren comes just at a time when a great host of experiments is being carried on for the improvement of college teaching, largely under the leadership of experts trained in the field of Education. Many institutions are changing their entire scheme of admission, guidance, and administration in the light of results of educational research done largely in the last decade. But this, I presume, is to be regarded as ap-

plied research and not worthy of graduate school recognition.

Where shall the administration of a graduate program for the future college teacher be vested? Shall it be in the Arts and Science Graduate School, in the School of Education, or in some new type of organization, designed to secure the miraculous co-operation of these two faculties? This problem I have discussed elsewhere² in writing, and desire here merely to point out the relationship of the training of the junior college teacher to the main issue at stake.

Junior colleges, by putting the emphasis upon instructional problems, will in due time accentuate the general demand for the professional preparation of teachers at this level. These colleges make no pretense to being research institutions. They are bound by no long line of academic traditions, they have few, if any, vested interests of a professional nature. But they have already found a host of guidance and teaching problems that will require teachers who have had training in Education. Since public junior colleges are a part of the state public school system, the question of certification is involved. Is it likely that, in a four-year public junior college, the state will draw any line of radical distinction between the kind of teacher desired in the upper division, and that now required by certification rules in the lower division? Is it probable that junior college executives, themselves, will desire such a line of distinction? Can the state require certificates and professional training of teachers in the lower

² *Journal of Educational Sociology*, October 1932.

division and not require these things of teachers in the upper division? If not, then what about teachers in the first two years of state universities and other types of state institutions?

These questions are soft-pedaled with a fastidious diplomacy in the recent "Report on Higher Education in California." I quote:

The State Department of Education should formulate an inclusive and stable policy and plan for the recruiting and licensing of educational functionaries for all types of service required by the common schools up to and including the junior colleges.

Good! This is printed in italics. But note the paragraph immediately following—not in italics.

Where common schooling on the junior college or collegiate lower-division level is delegated to the management of the university system, the teachers and officers employed therein should be free from the requirements of state licensure, with the understanding that the standards maintained by the managing board of control shall not be lower than an approximate, but not specific, equivalent to those required by the State Department of Education in schools of a similar level directly under the jurisdiction of the State Board of Education.

How interesting as an utterance of diplomacy! It reminds me of that heroic couplet of Secretary John Hay: "There are three kinds of creatures, who, when they seem going, are coming, and when they seem coming they go—diplomats, women, and crabs."

Now where is the Senegambian in the woodpile, in this distinction so neatly drawn? It is our dear old saint, Academic Freedom. You must

do nothing to affect his status of irresponsibility. Some sort of Socratic gadfly is sorely needed in our noble profession to sit upon and continuously sting and pester folks who play the rôle of diplomats when real issues require courageous thinking. While it is obvious that there is an immediate problem of administrative expediency here, this problem will vanish whenever we are willing to say that state higher educational institutions are not protected institutions, but are just as responsible to the state as are the other parts of the public school system.

CONCLUSION

To summarize, I would say that the place of the junior college in American education is: (1) to help direct the best energies of the profession to a study of the needs of youth during the first two college years; (2) to stimulate colleges and universities to study the broader purposes of education during these years, in terms of student needs and the needs of society; (3) to help accelerate the present movement toward a better articulation between secondary and higher education; (4) to experiment with different practices in teaching, guidance, curricula, administration, and the training of teachers, with a view toward the improvement of present usages; (5) to assist and stimulate higher educational institutions toward a better professional morale and a broader vision of the needs of higher education in America; (6) to help make life as uncomfortable as possible to all who love tradition and vested interests better than they love the student who is to be educated.

The Curriculum of the Private Junior College

JOSEPH E. BURK*

WHAT THE CURRICULUM HAS BEEN

The effect of the origin of a junior college upon the curriculum of that junior college is clearly apparent upon a casual perusal of some eighty-five catalogues of private junior colleges located in twenty-nine states scattered from Vermont to California, and from Wisconsin to Texas. Denominational schools, constituting the great bulk of such schools, have emphasized those studies deemed of worth in character formation. Like the senior institutions of the same origin, they have also been strongholds of classical studies. The point of view of their administrators is indicated by the order in which subjects have been listed in the catalogues. Founded to furnish advanced education for the children of certain denominations, these junior colleges invariably stress religious influences as an important part of their policy. Courses in Bible study are numerous. Many of these institutions have histories dating back to the early years of the last century. Private junior colleges which are extensions upward from academies, seminaries, and preparatory schools, in general have attempted to parallel the courses in typical senior colleges. Likewise, private junior colleges which resulted from decapitation of a senior college have retained in large measure the curriculum of their days when they

were the first two years of a senior institution.

The private junior college which, Minerva-like, sprang fully grown from the heads and hearts of a group interested in progressive education has shown the greatest departure from traditional practices. Sarah Lawrence College will be discussed later as an instance of a junior college created *de novo*. It will suffice to say here, however, that in general, those institutions which are outgrowths or modifications of antecedent institutions retain distinctive marks of their origin—they “come trailing clouds of glory,” so to speak.

Origin is not, however, the sole conditioning factor in junior college curricula as found in the recent past. The pressing necessity for recognition by various accrediting agencies has had a powerful—and on the whole, a beneficial—influence. As every one here knows, the standardizing activities of the associations have tended, among other things, to raise the level of teacher preparation and remuneration and to encourage junior college graduates to continue in a senior college their pursuit of formal education. It would not be too much to state that the present level of academic achievement and the character of the curriculum among private junior colleges have been brought about almost solely by the influence of regional accrediting associations.

A third factor determining the

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curricula of junior colleges is their youthfulness. Eells's study shows that in 1930 the average age of the junior college was less than ten years.¹ This new rung of the so-called educational ladder, slipped in between high school and senior college, has hardly had time to change its shape or to experience any significant alteration from the form given to it by its origin and attempt to gain accreditation.

There is at least one additional circumstance affecting the curriculum of the private junior college as it has existed: the psychology of learning consciously or unconsciously held by boards of control and others responsible for the administration of these institutions. Subscription to the theory of faculty psychology and transfer of training is evident in one instance after another. There may be found, however, a few attempts to follow a different concept—say, Dewey's. The theory of specific abilities is recognized here and there.

By way of summary, then, the private junior college has had—in virtually every instance—a curriculum which retained not only the complexion but the actual structural characteristics of its parent institution. This has been a rich inheritance. So far the junior college has done little with it. Dr. Campbell² is not alone in his belief that the junior college has made thus far no *peculiar* contribution to the educative process. But there are signs that the impact of environ-

ment is already modifying in some instances inherited curricular viewpoints.

WHAT THE CURRICULUM IS

An attempt to describe the curriculum of the private junior college as it is now is a more difficult task than to describe it as it has been. A snapshot of a moving object runs the risk of being blurred and faces the certainty of being an untrue picture within a short while after it is taken. The curriculum of the private junior college is in an interesting state of flux. Like that of the public junior college, it is gradually shifting from an emphasis upon the academic, preparatory studies to the so-called non-academic terminal subjects.³

A parallel might be drawn between the curricular development of the American high school during the first quarter of the twentieth century and the curricular changes manifesting themselves on the junior college level. In both instances one sees an expansion of course offerings to meet the demand of a growing and heterogeneous school population. In the case of the private junior college, however, the expansion has not been so great—owing to lack of time and also to the circumstance that the student body of a private junior college is not so scholastically polyglot as is that of the public high school.

A specific feature of the changing curriculum is the shift of emphasis away from foreign languages to the social sciences, fine arts, and terminal curricula.⁴ This phenomenon is observable in both public and private junior colleges.

A few instances of this twofold development (that is, expansion

¹ W. C. Eells, *The Junior College*, p. 36.

² Doak S. Campbell, *Journal of the National Education Association* (October 1932), XXI, 221.

³ Eells, *op. cit.*, p. 487.

⁴ *Ibid.*, p. 485.

and change of emphasis) may be in order here:

Dean Vandervort, of Menlo Junior College, writes:

Since the catalogue which you will receive has been written we have done considerable work in this field [business training]. . . . This [reorganization] will include courses in business law, economics, business mathematics and statistics, business English, accounting, and some work in salesmanship.⁵

The president of a Middle Western junior college summarizes the changes occurring in his institution as follows:

More pre-professional curricula; emphasis upon specialized teacher-training curriculum; introducing a terminal course in business training on the junior college level.⁶

In Athens, Tennessee, the Tennessee Wesleyan College, under the leadership of President J. L. Robb, is modifying its course of study to include a survey course in science and work in educational and vocational guidance as explained by President Robb at last year's meeting of this Association.

The Junior College of The Ward-Belmont School has within the past year dropped from its junior college general diploma requirements

the all-but-universal requirement of two years' foreign-language study.⁷ In its place a choice of one or more "continuation" courses is offered the student. In response to student request, a year's study of commercial law on a limited basis has been made available as an additional elective.

Instances of modifications attempting to fit the program of the junior college to the changing conception of education in a changing civilization need not be here multiplied. Mention should be made, however, of the fact that not all junior colleges are engaged in making changes. Here and there the present writer found—in even a limited sampling—several institutions which hold that the preparatory function is so important that it must be regarded as paramount. Springfield Junior College, Springfield, Illinois; Blackburn College, Carlinville, Illinois; Dixie College, St. George, Utah; Emory Junior College, Oxford, Georgia; Blue Ridge College, New Windsor, Maryland; and The Junior College of Connecticut, Bridgeport, Connecticut, according to information received from their administrators in personal letters in December 1932, may be cited in this connection.

Some of the administrators of these junior colleges and many of the others do not think that the preparatory function should be regarded as of paramount importance. Circumstances, however, rather than theory or opinion, dictate policies. If 50 to 70 per cent of one's graduates, for instance, continue formal education on the senior college level,⁸ the administrators must make adequate provision for those students.

⁵ C. T. Vandervort, personal letter, December 16, 1932.

⁶ Author's name withheld, personal letter, December 7, 1932.

⁷ Catalogue of Ward-Belmont for 1932-33, p. 27: "The continuation course must be a subject which is built upon the foundation of a course carried the first year and for which the first-year course is a prerequisite."

⁸ John T. Wheeler, "Present Status of Junior Colleges in the United States" (a mimeographed summary prepared for the Administrative Council, University of Georgia), p. 9.

An attempt will be made here to cite several instances of institutions that (1) are building upon their past, (2) are breaking with their past, (3) are creating a curriculum without any past. It may be possible then to note certain trends—certain probabilities. There will be some recording of opinions held by administrators of these private junior colleges.

CURRICULA BUILT UPON THE PAST

Dean Confrey, of the Springfield Junior College, Springfield, Illinois, is of the opinion that "so long as the private junior colleges endeavor to articulate with the public senior colleges it is not only advisable but practically necessary to follow a program outlined by the latter."

Officials of Dixie College of St. George, Utah, believing that "the trend of the curriculum is to bridge the gap between the high school and the senior college with thorough and fundamental training in a limited number of subjects which fulfill senior college entrance by completing the lower-division college requirements, . . . are, therefore, doing more work in the fundamentals of lower-division college subjects and are really narrowing the elective program."

In Banner Elk, North Carolina, the faculty of Lees-McRae College is "discussing the aims and purposes of Lees-McRae College, looking forward, possibly to a change in our curriculum if need be in order to meet our fundamental purpose more adequately." So far the only specific purpose in mind appears to be that of giving junior college students a democratic education.

Principal M. Adele France, of St.

Mary's Female Seminary, Maryland, takes the position that the "curriculum should not be a mere aping of the four-year college." She believes that "it is primarily the part of the private junior college to reclaim waste material, that is, to strengthen weak high-school students, to supply the lacks and correct the faults in their education, to use such methods as will give them self-respect and the ability to stand on their own feet."

In the same vein, President Trowbridge, of Weaver College, Weaver, North Carolina, states his opinion that the junior college "should never become a little university with the same standards and ideals as the universities adopt. It should as far as possible look after the boys and girls who are not fitted for the usual liberal arts curriculum . . ." He would accomplish this end by a great expansion of offerings in home economics, business administration, pre-vocational courses in medicine, law, and dentistry. The particular opportunity of the junior college lies in helping those who are not likely to succeed in four-year institutions.

Green Mountain Junior College, of Poultney, Vermont, is attempting to realize such an ideal by expanding the curriculum "to give education, skill, and training to as wide a variety of abilities among young people as possible. . . . Our school might possibly be called a junior university, and as rapidly as we are able to get the money I expect to expand it into agriculture and various other vocational fields." Grouped into five departments, thirty-one courses have been made available for 1932-33.

One more example of junior col-

leges which are attempting to build new curricula without a violent break with past practices should be cited here. The Junior College of Connecticut, of Bridgeport, Connecticut, under the leadership of President E. E. Cortright, is attempting to popularize a two-year terminal curriculum. Those conversant with the Eastern attitude toward anything less than the traditional four-year college course will appreciate the size of the problem which President Cortright is vigorously attacking.

BREAKING WITH THE PAST

For years Westbrook Seminary, of Portland, Maine, "has been doing little except to duplicate the work of the first two college years." Believing, however, "that colleges of the older type are less and less effective when faced with the problems of modern living," a group of teachers and public-spirited persons connected with Columbia University have determined to inaugurate a curriculum which is a complete departure from traditional junior college curricular practices. In a word, the two-year program will be devoted to a survey of contemporary civilization in Portland, Maine. Credit for the inspiration is given the authors of *Middletown*. "The aim of this curriculum is to give women opportunity for effective participation in civic life, under competent leadership. . . . Aspects of urban life would be selected . . . the activities of living will go on in the community, in so far as possible, rather than as in a separated campus. . . . The faculty of the Westbrook Junior College will consist of two divisions: seven leaders (one for each of the aspects of life

to be studied) and ten or more consultants (representing the usual 'subject' divisions of the curriculum). . . . The requirements for entrance will consist (1) in the recommendation of the [high] school, or of some teacher familiar with the girl's work, saying either that she is mature in thought and purpose, or that her opportunities for usefulness in life promise to be large, and (2) in the preparation of the survey of conditions in her home town. . . . No other conditions will be imposed."⁹

Such a brief summary is not adequate but must suffice at this time.

A CURRICULUM CREATED "DE NOVO"

Sarah Lawrence College, created in 1926 through the philanthropy of William Van Duser Lawrence, has for its aims "to provide such conditions as will be most conducive to the student's growth and learning, . . . to recognize the total personality of the student as the educational unit, . . . to take into account individual differences as fully as possible in the selection of students, in arranging each student's program and in evaluating achievement. . . . The program is regarded as falling within four general fields: the arts, modern languages and literature, the social sciences, and the natural sciences. . . . There are no required courses. . . . The methods of work seek to foster ability to investigate thoroughly as well as to select and organize material. . . . The college has from its beginning recognized the arts as a major field of study,

⁹ Marion Coats Graves (chairman, Experimental College Groups), "The Westbrook Colleges," in mimeograph form, 22 pages.

believing that a degree of skill is of great value in the development of appreciation, aesthetic judgment, taste, sense of proportion and values. . . . Following the changes in conception of what constitutes legitimate subject for study, the college makes an effort to get the full educational value from activities which elsewhere usually remain extracurricular. Such activities are here organized by the students on a more systematic basis and are regarded as having an important place in the curriculum. . . . They are called major activities and each student selects one. . . . Every student has a faculty adviser who occupies a strategic position in the plan of the college. Provision has recently been made to permit students to earn a degree at the end of four years."¹⁰

FUTURE OF THE CURRICULUM

Thus by citation of actual instances one can obtain a panoramic view of the private junior college curriculum extending from the extremely conservative to the completely radical. Who knows what in time the curriculum may become? Since the only basis on

which to predict the future is the past, the one who would play the rôle of prophet in the field of the junior college finds himself handicapped at the outset by the extreme brevity of the "past" possessed by most junior colleges. It will be found that there is little agreement as to what the curriculum should be or may in time become.

For instance, H. Gordon Hullfish takes the position that the junior college should be an institution of liberal education rather than one offering pre-vocational or semiprofessional courses.¹¹ Raymond Davis, however, advises that the academic program be abandoned and attention devoted to semiprofessional training.¹² Parenthetically, it might be noted that President Cammack disagrees with Mr. Davis, in that he is opposed to emphasizing terminal courses.¹³ Director Snyder agrees with Dr. Campbell's view referred to earlier in this paper that the real function and opportunity of the junior college is in making provision for the non-academically minded:

The vision or academic courses should be general, not foundational; inspirational, not critical; and, as far as possible, each one of them should give a bird's-eye view of the entire field which it attempts to cover. To be successful they must obviously differ from the lower-division foundation courses of the university.¹⁴

Writing of the aim of the small junior college, F. S. Hayden gives as his opinion:

The aim of the small junior college, therefore, should be to help the youth of today to work out a sane philosophy of life; to help them properly to use their leisure time; to help them to form right attitudes and habits; and

¹⁰ Catalogue, Sarah Lawrence College, 1931-32.

¹¹ H. Gordon Hullfish, "The Opportunity of the Junior College," *Educational Administration and Supervision* (March 1931), XVII, 195-204.

¹² Raymond Davis, "Semi-Professional Courses in Junior Colleges," *California Quarterly of Secondary Education* (June 1931), VI, 434-37.

¹³ J. W. Cammack, "Junior College Objectives," *Junior College Journal* (December 1932), III, 117-19.

¹⁴ W. H. Snyder, "The Real Function of the Junior College," *The Junior College Journal* (November 1930), I, 77.

to help them to make proper adjustments in a complex age. . . . We would minimize foreign languages and technical mathematics for the average student. We would emphasize the social sciences, humanize the natural sciences. . . .¹⁵

This lack of agreement among those responsible for the curriculum is not an unhealthy condition. Experiments and conferences have been made and held in an effort to work out a solution. Articles on the curriculum have been published to the number of one hundred and fifteen.¹⁶

A PECULIAR INSTITUTION?

Since some of those whose opinions have been quoted above are viewing the problem of the curriculum from the point of view of the public junior college, it may be well to ask whether or not the private junior college is a peculiar institution so different in purposes as to warrant a significantly different curriculum. It is the present writer's thought that after allowance is made for differences in origin and in student body, the primary objectives of the private and the public junior colleges are identical. The findings, then, of the Carnegie Foundation's Commission of Seven dealing with state higher education in California should have value to those responsible for private junior college curricula.

¹⁵ F. S. Hayden, "The Emphasis in the Small Junior College," *The Junior College Journal* (November 1930), I, 89-93.

¹⁶ Arthur S. Taylor, "Curricular Research Is Urgently Needed," *The Junior College Journal* (February 1933), III, 246.

¹⁷ "Higher Education in California," *Recommendations of the Commission of Seven*, pp. 35-39.

The Commission recommends five groups of functions or services:

1. A curriculum for social intelligence
2. Specialized vocational curricula
3. Pre-professional curricula
4. Pre-academic curricula
5. Adult education¹⁷

Of these five the first, a curriculum for social intelligence, in the opinion of the present writer, is by far the most important. Every junior college student—whether he eventually attends a senior college or university or does not—is entitled to "a unitary conception of our developing civilization." The studies constituting such a curriculum would be those "which tend to organize knowledge and intelligence for effective social behavior rather than for intense and detailed mastery required for professional or avocational scholarship." If it be objected that university recognition will not be accorded such courses, the Commission suggests that a comprehensive entrance examination framed jointly by university and high-school teachers "would salvage many students for the university and society." It might also be suggested in this connection that the increasing accreditation given by senior institutions for studies of an intensely individualistic sort, like art, musical sciences, expression or public speaking, should encourage junior college officials to expect a not unfriendly reception of such a core curriculum for social intelligence as proposed by the Commission of Seven.

TRENDS AND PROBABILITIES

Despite the lack of agreement among junior college administrators as to the curricula of the future, it is possible to point out thus

early in the life of the junior college certain trends and to mention some probabilities:

1. Most apparent is the fact that the private junior college—like its sister, the public junior college—will become more and more local in its appeal. With junior colleges established already to the approximate number of five hundred, the area from which each institution may draw students will gradually become more restricted. This condition should make the junior college more sensitive to local vocational needs.

2. More stress will be laid upon curricular activities designed to develop leadership. Studies have already revealed the advantage which junior college students enjoy by being encouraged as freshmen and sophomores to take responsibilities. As administrators become increasingly aware of this peculiar advantage, they will wisely seek to enlarge curricular opportunities for

development of leadership among their students.

3. There is an apparent trend toward broadening the meaning of the word curriculum to include many activities formerly designated as extracurricular. Numerous courses in physical education—more than mere sport for recreation—may be cited in this connection. As the suggestion of the Commission of Seven concerning education for social intelligence takes hold, one may expect to see still other activities included in the curriculum.

4. Lastly, a trend which bids fair to become rapidly a major feature of the junior college curriculum is that of laying increased emphasis on guidance. With greater freedom in choice of electives, more attention to local vocational needs, and a curriculum for social intelligence, one may confidently expect greater provision for life guidance on the junior college level.

Counseling Students in Junior Colleges

A. J. BRUMBAUGH*

That the student is becoming the focus of interest in higher education is generally admitted without argument. The factors which have contributed to the shift in emphasis from the subject-matter to the student are numerous. A brief résumé of a few of the more significant ones may give a clearer understanding of this new interest in the individual student.

First to be noted is the unprecedented increase in attendance of colleges and universities. The normal increase in population in the United States since 1890 has been 92 per cent, but the growth in college enrollment during the same period has been 429 per cent. Numerous conditions, which cannot be discussed here, have contributed to this mass movement to the institutions of higher education. The consequences of the movement, bearing directly upon the new emphasis on the individual, are most important. There has resulted an increased heterogeneity in the college population; the range of individual differences has been accentuated; large numbers have gone to college without clearly defined vocational or professional objectives; many coming from rural communities and small high schools have been lost in the masses of students; and tragically large numbers have been dismissed, a living sacrifice to the false god of high academic standards. In self-

defense and out of broad humanitarian interests institutions are actively endeavoring to cope with the situation which has been sketched by introducing selective admission, by homogeneous grouping, and by personal counseling of individual students.

Second among the factors under consideration is the contribution made by psychology and education. Psychologists, whether they be objective or subjective, are emphasizing the individual as the unit of all social behavior and group activity. In their attempts to understand and interpret the individual they have produced refined instruments and techniques for the measurement of intelligence, and for the exploration of emotionality, interests, and character traits. The value of these instruments in instructional and counseling procedures is becoming well established.

A third factor contributory to the interest in the individual student is the attempt to break away from the lock-step in higher education. The necessity of mass education resulting from the phenomenal increase in college and university enrollments produced a mechanized scheme of lecture schedules, credit-hours, and grade-points, very formal and inflexible. Now institutions are experimenting with honors courses, tutorial and preceptorial instruction, adaptations of the Dalton plan, and the substitution of comprehensive examinations

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for course credits. These attempts to personalize instruction make it necessary to know the capacity, background, needs, and interest of the individual student. Such knowledge can be obtained primarily through an analysis of his previous high-school record, a determination of his ability through scholastic aptitude tests, the discovery of his preparation through placement tests, the exploration of his interests through personal interviews and special-interest tests, the determination of the integration or lack of integration of his personality, the estimation of his physical status, and through the evaluation of other factors bearing upon his probable success in college. The assembling and interpreting of these data must be carried on by professionally trained individuals who will co-operate with administrative officers and instructors.

Fourth, mention should be made of a new point of view with reference to moral and religious education. Less emphasis is being placed upon dogmatism and more upon the understanding of problems of human adjustment. The socio-ethical and the religious maladjustments of students are no longer cause for disciplinary action but instead are accepted as evidences of the need of sympathetic understanding.

The fifth, and last, factor which will be noted is the precedent set by business and industry. Taking their cue from the personnel procedures developed in the army during the World War, business and industrial institutions have introduced personnel techniques which have been designed to contribute to the efficiency and the happiness of

their employees. Representatives from these fields have been invited to discuss their methods in conferences of educators; in fact, a few have transferred to the field of education and have been active in the development of methods adapted to a better understanding of the college student, and consequently in the development of better instructional and counseling procedures.

Other factors have added to the impetus of this recent emphasis upon the individual. They are of secondary importance, however, and will not be discussed further.

Various terms are being employed to describe the non-instructional procedures which are being employed to aid each student to reach a maximum level of achievement in terms of scholarship, social efficiency, and integrated personality. Typical of these are "college student personnel service," "student counseling," and "student advisory service." In this discussion the term "student counseling" will be used because it implies a mutual sharing of experience and an exchange of points of view between students individually or in groups and faculty members or administrative officers. This co-operative approach to issues affecting the achievement of students is, in the opinion of the writer, the key to the successful administration of this phase of higher education.

The meaning and scope of student counseling can be presented most clearly and concisely by giving a brief résumé of the activities or functions involved. The general categories in which these functions are classified have been chosen somewhat arbitrarily. It is possible,

therefore, that on any given campus some functions will be omitted entirely and others stressed more heavily.

Educational counseling. — This includes all activities designed to aid the student in reaching his maximum level of scholastic achievement, including his choice of a college, the organization of his academic program, selecting a field of specialization, adapting his academic load to his ability, and overcoming remediable difficulties that may interfere with his progress.

The high school should be responsible for aiding the student to decide whether or not he shall go to college, by indicating the need of a college education in realizing his vocational objective, the probabilities of his being able to do work at the college level satisfactorily, and the likelihood of his being able to finance his education in college. Moreover, if he decides to go to college it should assist him in choosing the institution which will best serve his needs.

Many high schools are failing to provide the necessary counsel to their seniors and, consequently, colleges and universities are to some extent assuming responsibility for pre-college counseling.

Once admitted to college, students need counsel in planning their programs so that they will secure a well-rounded general education. This will involve a preliminary survey of their high-school background and the selection of courses which integrate and unify high-school preparation and college work. The extent to which this can be done effectively will be conditioned by the flexibility of the college curriculum.

Then, too, counsel is needed in choosing a field of specialization. Most generally, a student is transferred to his major or sequence department at the end of his junior college work or at the end of his sophomore year. College administrators have apparently assumed that the choice of a department or field of specialization can be made by divine inspiration. The frequency with which students seek counsel on this question, and the changes in choice of fields of specialization made by senior college students suggest the necessity of supplementing divine inspiration with such human wisdom as may be available.

Consideration must also be given to adapting the academic load to the ability and needs of individual students. As long as we ignored the fact of individual differences among college students it was possible to prescribe fifteen or sixteen semester-hours as a regular program for all students. Now we are taking cognizance of individual differences at the college level and it becomes necessary to adapt the academic program to individual needs. Strangely enough most colleges have done very little in this direction.

Finally, educational research has shown that some student failures in college are due to remediable reading difficulties, others to poor study habits, to inadequate background, or to extreme emotional disturbances. Whether special remedial measures shall be employed, or whether the student shall be advised to leave, will depend upon the diagnostic findings of a specialist in education, psychology, or psychiatry.

Vocational counseling.—Twenty-five per cent or more of all college students choose their careers after they have entered college. In making their choices they need reliable knowledge regarding the opportunities afforded by various vocations and the demands of different vocations from the standpoint of preparation and personal qualifications. There is need also, on the part of students, for aid in making a self-inventory in terms of their own abilities and limitations, their special aptitudes and interests, their health and their finances. Upon the basis of vocational information and self-evaluation each individual must make his own choice. It is evident from this brief statement that educational and vocational counseling are inseparable. Moreover, a counselor in these fields must have at his command resources of information and specialized techniques in order to do his work most effectively.

Health Service.—Educational administrators are just beginning to give health education and counseling its due consideration. A program of health service should include a physical and medical examination at least annually of all students; a health conference with each student and a re-examination when necessary; and the adoption of positive measures, e.g., lectures, bulletins, instruction, etc., for the promotion of good health. Health service to college students is incomplete without some provision for a psychologist or a psychiatrist to whom students suffering from worries, emotional disturbances, or mental ills may be referred.

Overseeing living arrangements of students.—Students enrolled in

municipal institutions generally live in their own homes, and the institution has no responsibility with reference to living conditions. In boarding institutions the problem of maintaining satisfactory living conditions is often serious. Some administrators are promoting the erection of fraternity and sorority houses as a solution, others are constructing expensive residences for students, still others depend upon private houses to provide living quarters. In fact, many institutions depend upon all these types of living arrangements. Regardless of the accommodations provided, the institution sustains certain responsibilities to its resident students. If they live in fraternity and sorority houses, provisions must be made for advisers to fraternities, for the development of co-operation among them in making and observing rules governing rushing and pledging, for auditing accounts, and for the maintenance of certain standards of healthful living. If they live in college residences provision must be made for the orderly management of the residences, for the organization of recreational activities, and for counsel with reference to individual adjustment to group living. If rooms in private homes are occupied by students, standards must be established with reference to light, heat, and ventilation, and with reference to a satisfactory social environment. Furthermore, the co-operation of the landlord must be secured in maintaining these standards.

Student activities and organizations.—Extracurricular activities have developed largely as a medium for spontaneous self-expression on the part of students. They lose their

greatest value if they are dominated by faculty control or if they become merely an additional class exercise. It is necessary, however, to sustain an advisory relationship to activities, whereby the total number of activities may be kept well distributed and well balanced; whereby undesirable politics may be kept at a minimum; whereby a maximum percentage of all students may be led to participate but none to participate so extensively as to interfere with their academic achievement. The more nearly students may be led to participate but sponsible for the handling of campus activities the more fully are the ideals of education in a democracy being achieved, but inevitably certain counseling responsibilities rest with the institution. It should be added that as a matter of good business education all officers of organizations who collect and administer funds should have their accounts audited periodically by an auditor provided or approved by the institution.

Student aid.—Most institutions provide some form of financial aid to worthy students in the form of scholarships and loans. The plan of administering this aid must be tied into the entire program of student counseling. Relative needs and relative merits of students must be determined in order that financial aid may be administered in accordance with institutional policies. The interviews held with applicants for financial aid afford excellent opportunities for counseling them with reference to budgets and the wise use of money.

The part-time employment of students, particularly in these days, becomes a means of student aid.

Only superior students can pursue academic work and part-time employment simultaneously. For many, however, such a combined program offers the only possibility of securing a college education. To assist these in finding most satisfactory employment under favorable conditions is probably desirable from the standpoint of the individual and the institution. It is essential that reports be secured regarding the success with which they perform their work, for educationally it is as important to make good on a job as it is to make good in a course.

The placement of graduates constitutes a distinct type of student aid. Most institutions are doing something along this line but in many it is done very inadequately. From a counseling standpoint it involves aiding the candidate to make a critical self-evaluation regarding his qualifications for a position, establishing a favorable contact with a prospective employer, getting started satisfactorily, and overcoming handicaps which may interfere with success.

Miscellaneous personal problems. In addition to the types of counseling thus far presented there is a wide range of more intimately personal situations concerning which students seek and deserve counsel. By way of illustration we may mention questions of personal ethics, relationships between men and women, family difficulties, inability to form friendships, homesickness, snobbishness, lack of ordinary marks of refinement, and drinking or gambling. Just how far the responsibility of an institution extends with reference to some of these problems is debatable. The

president of a large university recently remarked that his institution assumed no responsibility for the development of character or personal adjustment in its students. It seems more logical to accept the premise that education is concerned with the whole individual and aims to develop him to a maximum level in scholarship, integrated personality, and social efficiency. It follows then that these personal problems are of concern to an institution and must be taken into account in its organization of a student counseling program.

Administrative organization. — Nothing has been said in this brief résumé regarding the administrative allocation of the functions to be performed. It is impossible to assign them to specific faculty members or administrative officers upon a purely theoretical basis. The most that can be done, therefore, is to suggest certain guiding principles which bear upon the administrative organization of a comprehensive student counseling program. A few such principles previously published in *Religious Education*¹ are briefly presented here.

(1) *Counseling must be made a responsibility of all who deal with students.*—Every faculty member or administrative officer who discusses with a student or a group of students matters pertaining to scholastic progress, social adjustment, integration of personality, or any other phase of his experience, is performing some of the counseling functions previously noted. Moreover, it must be recognized that

often the most effective counseling is of a detached and informal type. It is important, therefore, that faculty members shall be sensitized to the importance of counseling and that they shall be encouraged to give appropriate counsel whenever an opportunity arises. Likewise, in so far as its value has been established, the service of secretaries of the Christian Associations, of deans of men, of deans of women, of business officers, and other staff members should be incorporated into a comprehensive counseling program.

(2) *A few well-qualified individuals should be given the responsibility for more systematized counseling procedures.*—It is clearly held in the statement of this principle that the counseling functions cannot be performed, fully and effectively, wholly by the incidental procedures of faculty members and administrative officers. This is true for several reasons. First, faculty members lack the time to perform adequately all of the counseling functions. Second, they are often not interested in giving this type of service, particularly in larger institutions in which the spirit of research predominates. Third, many faculty members are uninformed concerning the most effective counseling techniques and they do not have at their command specialized information which is highly essential. It is necessary, therefore, to arrange for designated individuals in each institution to do more systematized counseling.

To be qualified for this specialized type of counseling an individual should have broad experience, deep sympathy and understanding, and a personality which invites confidence. He should have training in psychology and sociology to give him an understanding of the problems and relationships of individuals as members of the social group; he should know the modern theories, practices, and trends in education; and he should be in-

¹ A. J. Brumbaugh and Earl E. Emme, "Principles in the Organization of College Counseling," *Religious Education* (March 1932), Vol. XXVII, No. 3.

formed in the methods of gathering and using case materials and statistical data, to say nothing of other types of preparation, such as a knowledge of psychiatry, which will prove very valuable. As has already been noted, a counselor should have faculty status and the full co-operation of other faculty members and of administrative officers.

(3) *Special provision should be made for expert services in dealing with unusually difficult cases.*—Time and again a well-prepared general counselor will find problems which are too intricate for him to deal with, either because of the highly specialized service demanded, or the amount of time required, or perhaps both. Counselors generally are unable to deal satisfactorily with serious maladjustments of personality involving deep-seated conflicts, wrong attitudes, intense emotional upheavals, and similar psychological factors. The diagnosis and treatment of such cases belongs to an expert in mental hygiene or psychiatry. Likewise, matters of physical health must be referred to competent physicians. In larger institutions, there is also a need for a specialist who can deal with the potentially failing students. He should be able to diagnose reading difficulties, faulty study habits, or special disabilities, and to institute procedures which will aid the scholastic delinquent in overcoming his limitations. Smaller institutions will often find it difficult to provide all of the specialized services actually needed. It becomes all the more necessary in such cases that the general counselors shall be unusually well qualified for their work so that the number of students not adequately cared for may be reduced to a minimum. The least that should be expected in any institution, however, is that regular counseling should be supplemented by the services of competent specialists in mental hygiene and in medicine.

(4) *All counseling functions should be directed and co-ordinated by one officer.*—The discussion up to this point has stressed the fact that effective counseling will include the faculty, a corps of general counselors, and a few individuals qualified to render highly specialized types of service. In order to determine policies, to avoid large omissions in the counseling program, and to unify the work of various counseling agents, a co-ordinating officer is needed. In smaller institutions the dean of the college or some other administrative officer who understands personnel work may serve as this officer. In larger colleges and universities an especially appointed officer—he may be called dean of students or by any other appropriate title—can best unify and administer the counseling activities. It is understood, of course, that this officer should be in general charge of all phases of student personnel work, such as publications, health, athletics, organizations, and housing, as well as counseling proper.

(5) *Counselors should be freed from the performance of routine duties by the provision of adequate clerical assistance.*—This statement may appear to be too obvious to be mentioned. Yet in many institutions in which surveys of personnel work have been made, it has been found that counselors spend hours, even days, in tabulating grade distributions, making out registration cards, copying data from one record to another, filing materials, and sending out form letters. These clerical activities seriously limit the amount of time which is actually available for student counseling and detract from the interest of the counselor in his real work. Inasmuch as ample time for conferences with each student is one of the keys to effective counseling, the wisdom of providing adequate and capable clerical assistance in the performance of routine affairs needs no further argument.

Class Size in the Junior College

J. LEONARD HANCOCK*

In 1928 Earl Hudelson, then professor of Education at the University of Minnesota, published his *Class Size at the College Level*, a complete report of the experiments conducted from 1924 to 1928 at the University of Minnesota and a summary of a few earlier results elsewhere. These tests of the comparative effectiveness of large and small classes had been carried on with careful controls and as near an approach as possible to unprejudiced scientific accuracy. They had covered 108 classes and eleven different subjects. The results, measured in student achievement, indicated clearly that large classes were much less costly and a trifle more effective than small classes: a revolutionary finding for most of us, surely! Mr. Hudelson urged that we prepare for the inevitable change. "Small classes," he said, "if they are to maintain, must justify themselves in terms of the ultimate purposes of education. If they cannot do so they will have to yield to classes that can. Any changes that may come should be prepared for in advance, for the necessary adaptations can hardly be expected in a single generation of teachers."¹ And again: "Changes in class-size policy, however desirable, are cer-

tain to be of such import and to involve so many other educational factors that they should not be precipitously adopted, irrationally resisted, nor complacently ignored."²

Meanwhile, the rules of our various accrediting agencies, by which classes larger than thirty were viewed as endangering educational efficiency, were being more and more widely broken. Mr. Judd says, in a letter to me:

The rule about thirty students in a class is obviously not applicable to college work and has not been so, certainly, since 1915. At that time I made a report for the North Central Association in which I showed that the rule was being broken all over this territory. There is certainly no use in a rule that is not adhered to by anybody.

And Mr. Zook, in the *Journal of Higher Education* for June, 1932, reminds us that 16 per cent of all the classes in colleges and universities accredited by the North Central Association in 1927-28 exceeded the limit of thirty. He adds:

Under these circumstances it is easy to see that the enforcement of the standard had become a practical impossibility, especially when the scientific studies carried on at the University of Minnesota and elsewhere did not seem to justify it.

In 1929 (as Mr. Eells has noted in his editorial in the October *Junior College Journal*) the Junior College Association raised the dan-

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¹ *Class Size at the College Level*, The University of Minnesota Press, 1928, p. 4.

² *Ibid.*, p. 270.

ger limit on classes to thirty-five, with special provision for lower limits in English composition and foreign languages. In 1930 even these limitations were temporarily removed until some more scientific restrictive basis could be found. On March 18, 1932, the North Central Association, on grounds of educational efficiency, not of economy, abolished the class-size limitation. Mr. Zook, chairman of the committee that made the recommendation, tells me in a letter:

At the time this matter was discussed by the Committee in Charge of the Study the question of substituting some other provision, such as a pupil-teacher ratio, was discussed. It was felt, however, that the work of the Committee had not yet progressed far enough to justify a formulation of definite standards at the present time. . . . The question of faculty load is really a difficult matter and should be handled by a separate standard.

I wrote immediately to the members of the committee, all of them men powerful in directing the educational movements of the country, and have received courteous replies. My article in the June number of the *Journal of Higher Education*, pointing out the danger of teacher overload, brought me more comments but no suggestion of action. I gave there what I still believe is a fair picture of the situation.

In its enthusiasm over the discovery that thirty is not necessarily the perfect class size the Association has removed the one defense of the teacher against overload. For there is now no North Central ruling that even suggests a limit on total teacher-load in terms of student-hours. The Association has said to every hard-pressed

board of trustees: "Build your classes as large as the rooms will hold. Raise the number of students per teacher. There is no loss of efficiency in the increased load. Let your teachers of English composition and of foreign language handle 200 rather than 120 students. Wherever possible, let classes meet in assembly halls for inspiring Chautauqua lectures. Clerks can mark the papers; student assistants can run quiz sections; teachers can thus be saved even the trouble of knowing the names and personalities of their auditors. In all but the most advanced science courses, do away with costly individual experiment. Let the teacher demonstrate while the students take notes." No one can appreciate better than we at Crane Junior College the honest and friendly spirit in which the Association works. But it is the letter and not the spirit which trustees and administrators will seize upon.

Am I seeking to prove that large classes are a mistake, and that the Minnesota experiments are not sound evidence? No, to both questions. Let me answer the second one first.

The results of those experiments are good evidence that student achievement, measured by tests, is as great or greater in a large class, while the cost per capita is much less. But they fail to measure teacher-fag caused by too many large classes, too often repeated semester after semester, the cause of nervous breakdown in so many teachers. The experiments fail to measure, or even take into account, the amount of assistance in routine details that must be provided to avoid that fag. They fail, as far as I can see, to distinguish between types of subject taught by different methods; between subjects, for instance, easily acquired by lecture and those acquired only by oral or

written drill. And finally, the experiments are predicated on the assumption that achievement, figured by tests, is the full measure of what a student gets from a course—and that assumption many of us believe to be false.

Tied up with that assumption is the doctrine, explicitly stated, that education henceforth must be a process of exposing students in large groups to lectures or demonstrations and letting each student survive or perish according to his own powers of assimilation. To attempt to stimulate or give special assistance to any student is termed a "coercive policy"! Contrast with that the definition of education given by the president of that small Eastern college whose freshmen have for years led the whole country in the American Council of Education tests, and whose seniors stood head and shoulders above all other college seniors in the Pennsylvania tests a few years ago. At the Haverford centenary program, President Comfort said:

But education is an individual business, and each individual is different from the rest. Each student holds his own candle, which must be separately lighted. It is not enough to turn on the flood-lights of lectures and other facilities. The student is not really concerned personally in all the display until *his* candle is lighted.

Everywhere today we stress character education. But character is not developed by a mass process that submerges the individual. We are urged, and rightly, to make the most of the individual differences in our pupils; to give them opportunity wherever possible to travel at their "optimum individual speed"; to teach students rather

than subjects. And yet Mr. Hudelson tells us that scientific research proves that personal contacts between teacher and student give only emotional satisfaction!

As to assistants, no teacher of English composition that I know believes that he can really develop the ability of the members of his class unless he personally reads their themes. No lecturer in the social or the natural sciences can adapt his lectures to the response of his class unless he conducts or frequently attends the quiz sections. And on the junior college level, at least, class or group discussions can seldom be conducted by members of the class or by student assistants instead of by the teacher, without serious loss to the majority of the class.

For many kinds of routine detail, however, assistants are valuable. With a scheme of large classes they are essential. Hudelson states for the committee:

Adequate clerical and teaching assistance is essential to the success of large-class program. Any plan which imposes an increased student-credit-hour load on the instructor without at the same time relieving him of the thousand and one details which may better be handled by some less expensive assistant is doomed to failure. Instructors are justified in expecting such provision.³

Yet in the reports of the experiments no special mention is made of such extra assistance with large classes; and in the "Suggested Technique for Experimentation," given for others who wish to carry on similar experiments, "Amount and Nature of Assistance Provided"

³ *Op. cit.*, p. 128.

is put under "Desirable but Not Essential Considerations," just before "etc."!

Reeves and Russell have just completed a survey of the University of Chicago, which is now in press. In Volume III, under "Factors Affecting Teaching Load," is a seven-page section on size of class, giving faculty estimates on the percentage of their time and energy spent on each class. A table shows:

No. of Classes	No. of Students	Average Time
		Spent (%)
150	1 to 9	18.97
118	10 to 19	22.16
67	20 to 29	25.78
44	30 to 39	24.09
46	40 or more	22.93

On page 193 is this summary:

The conclusion is that teaching load generally is not materially influenced by the size of the classes for which the faculty member is responsible. . . . It appears that the size of the class does tend to increase the weight of the teaching load up to the level of about thirty students. Beyond this point the estimates of faculty members indicate that the index of load declines as the classes become larger.

"But," said I to Mr. Russell, "is there no compensative lightening for teachers of large classes that would explain these surprising estimates? Aren't they given assistants for their routine detail?" "Oh yes, of course," said he. But you will not find that fact noted in the report! Yet, if colleges are to be encouraged to replace small classes by large ones, it must be made clear that the technique of large classes requires added assistance for the instructor.

Now, having told what I believe to be faulty in the Minnesota exper-

iments and the reports based on them, let me state at once what I count as good in them. The Minnesota committee faced facts and admitted frankly that, in public colleges at least, classes under thirty in size would not handle the crowds demanding entrance. They broke down a bad tradition that all subjects should be taught in small classes, and met prejudiced opinion not by counter-opinion but by objective experiment. They developed, and are still developing, techniques for large classes. How far can the rest of us, in our different types of junior college, follow their open-mindedness and make use of their results? We know that Crane Junior College faces special problems because of its size. I shall try to avoid those special problems and state the case for the average private or public junior college.

Large classes cannot be used in subjects requiring much oral practice. That eliminates public speaking, dramatics, and modern foreign languages in their earlier stages—unless we are ready to give up teaching them as spoken languages. In courses where much written work is involved, to be corrected and returned and perhaps rewritten, one instructor can handle only a limited number for his total load. In accounting and mathematics, where things are usually either right or wrong, it may be possible for an assistant to carry the burden of extra student load. In composition work, either in English or in foreign language, the instructor must do the individual correcting if he is to stay in touch with his class. At Crane, we limit English composition and public-speaking classes to thirty, with only occa-

sional sections that run to thirty-two or thirty-three, and no instructor is asked to carry three composition sections oftener than once in three semesters. In English A, our non-credit course for those who fail in the placement tests, we are working on a plan for lecture and demonstration work once a week with three classes combined. The time saved will be used in personal conferences in addition to the other two meetings of each class.

In laboratory, shop, and drawing sections the number is, of course, limited by the number of desks or "stations" available. We feel sure, too, that the energy spent by the man in charge of a laboratory increases in direct proportion to the number of students, and even more rapidly if crowded conditions require more students than stations. A good assistant, however, can share that burden. Wherever possible, we try to combine two sections for the lecture work. In a smaller school this is difficult because the sections have to be programmed at different hours. In our large school it is rarely possible because two sections meeting at the same hours have to alternate in the laboratory until their programs look like jigsaw puzzles.

We have, of course, very large classes in physical education, military training, chorus, and orchestra. In physical education this is a real handicap. However well you can handle 120 students in one section for drill or games, no individual problem can be touched; and fifty students in a swimming section practically fill the pool! We also have large classes in our course in sanitation and hygiene, with an assistant to help in the routine.

In all subjects where lectures are or can be much used, the problem is one of securing enough large rooms suitable for lectures, and dovetailing programs ingeniously to provide quiz sections at different hours. This applies to English literature, business law, economics, history, political science, psychology and education, sociology. Thus, in our Psychology 101, which is really an orientation course for freshmen, two sections are scheduled for each hour of the day and these two meet together one day a week. In history classes meeting three days a week one instructor can in theory manage two sections by combining the two for lectures on two days, meeting them separately in quiz sections, one day for each section, and using the fifth day for the personal conferences on outside reading, term paper, etc., that are so needed in a history course. We have not actually put this plan into effect for two reasons. One is the dearth of satisfactory large rooms. The other is the lack of provision for assistance in routine details. For while that plan takes care of six sections instead of five on a fifteen-hour-a-week program, it means thirty or thirty-five more students added to an already full load.

In any arrangement of this sort the saving of time must be put in part into conference hours, not merely for the "floundering student" whom Hudelson condemns to outer darkness, but even more for the good student in whom you have inspired ideas that he wants to develop. Zook says just this: "It may be desirable to schedule larger classes with a smaller number of teaching hours, thus leaving greater

opportunity for more frequent teacher-student conferences." That even Hudelson, with his "survival of the fittest" doctrine, would favor this, is clear from the closing suggestion in his article in the *North Central Association Quarterly* for March, 1932: "... teaching schedules and total teaching loads that will insure time and energy for profitable, constructive teacher-student contacts."

So much for the possibilities of large classes in junior colleges. Meanwhile, what is to prevent large classes in all subjects and without proper compensations? So far as I can see, nothing at all. The whole economic pressure is that way. I honestly believe that the only reason we have not been forced into overload already is that boards of trustees have not yet waked to the removal of the class-size limitation. When they wake, I foresee in many a college just what happened in Crane College before we were dropped from the Association and reorganized. I know how easily it can happen and how deadly it is to morale and efficiency. Class size and teaching load will be forced up until many instructors will be teaching eighteen hours with classes of forty to forty-five, and the pupil-teacher ratio for the whole college will be about thirty to one. Library, study rooms, gymnasium, will be crowded far beyond capacity and still will not accommodate all who should use them. Or, if it is a college supported by tuition, classes will grow and teachers will be dropped from the staff. In either case the faculty will work gallantly to keep up standards, and will break under the strain.

Am I painting too gloomy a pic-

ture? I am picturing what I have seen, and what will happen anywhere that teaching load is disregarded. Mr. Zook says, "teaching load may well deserve attention." I say that it *demands* attention, now.

I believe, therefore, that the American Association of Junior Colleges must take immediate steps to set up a defense of educational efficiency, a defense of the teachers and the schools, in the form of a limitation on total teacher-load. I recognize, with the North Central Committee on Revision of Standards and with all of you, that we are not yet sure, on any scientific educational basis, what that limitation should be. Clearly it should not be class size. If teacher-load is protected, class size will adjust itself. Perhaps it should be pupil-teacher ratio for the whole school, for which Mr. Eells presents the case both in his October editorial in the *Junior College Journal* and in his book on the junior college.

For the immediate need, however, it is fair to set up what have been regarded as common-sense standards. I urge, therefore (and if this is the proper occasion, I make it as a motion), that the Junior College Association go on record as approving these two limitations:

a) Pupil-teacher ratio in any junior college shall not exceed a maximum of 25 to 1, the optimum ratio being somewhat less.

b) Individual teacher-loads may exceed a maximum of 540 student-hours per week, only when the extra load is borne by assistants.

(NOTE.—Mr. Hancock's motion was referred to the Committee on Standards, with instructions to report at the 1934 meeting of the Association. See p. 480.

Social Adjustments in the Junior College

LOUISE PRICE*

Extra-curricular activities were made an integral part of the larger curriculum at Stephens College when one of the five major administrative divisions of the school was established in the fall of 1931 as the Extra-Curricular Division, and the head of the division was given academic rank co-ordinate with the other instructional division heads. The five major divisions are Humanities, Social Studies, Science, Tools, and Extra-Curricular, headed by a Dean of Instruction, who is the ranking member of the faculty.

The head of the Extra-Curricular Division, or Adviser on Social Adjustment, as she was also called, was given a line of authority and responsibility which cut across the other divisions. She was chairman of the Extra-Curricular Division Steering Committee, chairman of the Extra-Curricular Executive Committee of Sponsors, a member of the Administration Committee, an ex officio non-voting member of the Academic Committee on instruction, and Sponsor of Civic Association (student body) and its legislature.

AIMS AND OBJECTIVES

The aim of the Extra-Curricular Division is to build experimentally an extra-curricular program which

has as its basis the present and future leisure time needs of the girls on the campus, and to offer students personal help on their individual problems of social adjustment. If a girl is shy or self-conscious or finds she cannot talk to people, or if she has a bad speaking voice or wears stripes around when for her they should run up and down, or if she cannot dance or in any way feels socially inadequate, the Extra-Curricular Division should see that an individual program of development is mapped out for her and that she is placed in situations where she will have opportunity to fill in her educational gaps. In time this advisory service should offer every girl individual help in planning the whole of her college living.

The philosophy of the administration holds that the junior college years are the years when social adjustment is of paramount importance. If a girl can attain poise and become well adjusted socially, gain a "look-in" on liberal culture and practical arts, and acquire the ability to organize her time and become familiar with those helpful techniques which are known for improving study habits, she can then go on to higher schools of learning and make good scholastically without handicaps along these lines. By the time she gets to the university, she should if possible be so well rounded socially that she need give no further special attention to filling in gaps in that side of her per-

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sonal development. The integration of academic and social living will not only release possibilities within the individual but will make it possible to teach some techniques essential to the social adjustments of later living. If she does not go on to the university for advanced work, she still has gained assets of fundamental value in daily living. Fifty-two per cent of Stephens graduates went on to senior institutions of learning in 1930-31. The most recent catalogue states that three-fourths of the student body go on to such institutions.

SCOPE OF THE DIVISION

Organized group activity, informal group activity, individual hobbies, and answers to individual problems or needs all fall within the scope of the division.

The plan provides for the setting up of criteria by which groups already on the campus may judge themselves, the discouragement and abandonment of those activities which do not meet the social needs of the girls, and the development of any new activities which are necessary to meet student needs. Many activities once extra-curricular have already been curricularized. Others will be curricularized and taken on definitely as projects of the four other divisions. Riding, golf, glee club, certain dramatics activities, and, this year, social dancing, are already being given academic recognition. How far this can be extended to advantage and in what fields it is more desirable to have participation without credit is one question facing the division as it curricularizes the extra-curricular and extra-curricularizes the curricular.

The function and relation of the Extra-Curricular Division to the establishment of programs of work leading possibly to an Attendance Certificate for girls not able or not interested in going on to senior colleges but yet interested in some intellectual and social training beyond the secondary school is another problem of the future. Admission to universities by comprehensive examinations or other means is also a possibility worth considering. Possibly in time schools of higher education can be persuaded to admit students on other bases than the time-honored set patterns of academic courses. Some institutions have indicated that they will take that chance with Stephens graduates! Others will follow. If they do not, new colleges of more progressive mind are likely to develop.

EVOLVING THE NEW PROGRAM

The problems and interests of the girls on the campus are being used as a basis for evaluating and adjusting and growing the "new" program. In 1931-32 a fundamental research study was made to find out what actually were the problems of the girls and the campus, as the girls, the faculty, and the field men saw them. The plan for the investigation is described here briefly.

Student collections

1. Informal collections were made in November, January, and April, to catch the seasonal variation. Problems were collected via hall meetings, after a carefully planned informal personal presentation of the idea and offers of help. The fall and winter collections were signed and were used as a basis for immediate individual help. The spring

collection was anonymous but did not appear to be much freer than the fall and winter ones.

2. A check-list for time and frequency was filled out in May (see later). A summary of these replies offers a good basis for a work prediction schedule.

Faculty collections

1. The faculty stated problems of the girls as they saw them and their own problems in relation to advising.

2. Twenty-five individual cases, each showing type and scope of work handled by them, were reported by the Adviser to Women, the head of Physical Education, the heads of Health, the head of Religious Education, and the Adviser on Social Adjustment.

3. The field men sent in lists of problems as they saw them from the home and field angle.

4. Individual advisers referred and brought in special problems during the year.

5. A check-up on the entire school was made in November and December with the Dean of Instruction, the Adviser to Women, and the individual advisers in a series of conferences.

An aggregate total of 4,336 problems or papers requesting help or giving suggestions was turned in during the year.

FACULTY CHECK-LIST

The problems were analyzed and sorted into groups. Then twenty-three groups of related problems considered of major importance to the life of the students were lifted out of the mass, and were, after an experimental check by the Division Steering Committee, mimeographed

and sent to the entire faculty for their enlightenment and for them to score on "importance" and "possibility of solution." Some suggestions for solutions accompanied the problems. The faculty was invited to add suggestions for solutions. They were interested, co-operative, and generous in their help, and the results of the scoring of replies, selected because of the experience, judgment, and knowledge of the scorers, showed that all of the groups of problems submitted were considered of major importance. These may be summarized as follows:

Importance of Score*

- 5 Adjustment of students to campus life. Orientation throughout the year.
- 5 Advising students on certain special personal problems. Supplementary advising.
- 3 Basis for extra-curricular program. Extra-curricular activities promoted by the departments. Analysis of values, ways of setting up criteria, etc.
- 4 Character development via the Stephens code of ideals.
- 4 Comprehensive college calendar. Make-up and principles of balance. Allotment of time.
- 4 Conversation. Various difficulties and avenues of approach.
- 5 Courtesy, manners, and social usage.
- 3 Social dancing.
- 4 Elevation of taste.
- 5 Extra-curricular spread and problems relating to individual load.
- 4 Food and dining-room service, table seating, etc.

* Score explanation: 5 = very great importance; 4 = great importance; 3 = important; 2 = not important; 1 = not worth bothering about.

Importance of Score

- 5 Making friends and learning to live with people.
- 3 Getting faculty and students to know one another better.
- 4 Grooming. Individual problems of dress.
- 4 Housing and house management. Organization. Counseling possibilities. Room decoration. Housekeeping.

Out of twenty-five individual problems typical of their counseling, these came from Adviser to Women, Dean of Faculty, Health Adviser, Religious Education Department, and head of the Extra-Curricular Division:

Importance of Score

- 4 Men. More and finer men for dances and parties. Possible liaisons with neighboring educational institutions for men.
- 5 Mental attitudes.
- 4 Off-campus conduct. Chaperonage.
- 4 Sororities. The small, intimate-group experience and other values.
- 5 Study. How to study effectively.
- 4 Time. Balance between study and extra-curricular activities.
- 4 Variety in the rhythm of campus living. Trips off campus, etc.
- 5 "Water-tight compartment" minds.

STUDENT CHECK-LIST

Some of the social adjustment problems which occurred over and over again on the students' papers were thrown into a check-list, and during the second week of May the student body was asked to check this in order to secure a frequency and time check for use as work pre-

diction guide. The 412 questionnaires turned in, out of a possible 627, indicate the picture fairly well.

Thirty-seven per cent want more time with their advisers in the fall.

Forty-four per cent want more time with their advisers sometime during the year.

Fifty-one per cent think that church and Sunday School should not be required.

Forty-three per cent object to required church.

Thirty-two per cent would like help on the organization of time.

Thirty-three per cent would like help from advisers in extra-curricular choices.

Thirty-one per cent want to know what to talk about when they talk to faculty and older people.

Nine per cent have conversational difficulties with suite mates or room mates.

Thirty-one per cent need help on how to start a conversation.

Fifteen per cent would like help on how to be a hostess in the dining-room.

Twenty per cent would like suggestions on what to talk about to men.

Twenty per cent want to know how to meet people, how to make introductions, etc.

Eighteen per cent have feelings of inferiority.

Forty-eight per cent had trouble with their room mates this year, 1931-32.

Twenty-eight per cent are troubled by self-consciousness.

Twenty-two per cent would like more vocational help.

Forty-one per cent would like help on how to study.

Forty-four per cent would like to learn how to dance or to improve in social dancing and social etiquette.

The advisory system has been decentralized. In 1931-32 each faculty member carried from ten to thirty advisees. The average load

was twenty. Certain advisers were assigned special senior colleges, and new students were routed to advisers according to what they expected to do after leaving Stephens. Second-year students continued with previous advisers. Adjustments were possible and were made through the Dean of Instruction. Special time for advising was allotted each six weeks. The difficulties to be overcome are these: (1) Not every faculty member is a good adviser; (2) new faculty people need more help than is given them; (3) faculty, in many cases, do not see much of their advisees between advising periods. Many would prefer to advise their own students whom they know personally; however, one cannot know entrance requirements for all the senior colleges in the country accurately enough to have this be practical, so it will probably have to be counter-balanced by greater effort on the part of the faculty members to know their advisees socially; (4) more time is needed for advising than was given; (5) certain special problems should be covered at each advising period; (6) more help and information should be furnished advisers regarding techniques of advising; better reports should be made after each time. The fall conference and check-up with individual advisers was valuable.

A special faculty council on personal problems of individual cases would be helpful three or four times yearly, in connection with faculty meetings or faculty dinners. Discussions of various phases of advisory work can be made very interesting and helpful to all concerned if well thought out and planned ahead of time.

THE YEAR'S PROGRAM

The first six weeks.—The advisers were asked to report any special cases needing help, immediately after their conferences. Six faculty advisers reported ten cases to the adviser on social adjustment. Some others were reported later, but, all told, not many were reported. This was very good for a first response.

The second six weeks.—The Administrative Committee checked every individual girl with her adviser. Cases were routed for special help, and suggestions were made. This took the better part of several days during a three-week period and was most rewarding.

The third six weeks.—The Hobby Committee asked the advisers to list the hobbies of their advisees.

The fourth six weeks.—The following information was asked for:

Please ask each advisee: If her extra-curricular activities are satisfactory. Is she getting what she wants? What she needs? More? Less? Other?

Write recommendations on the back of their extra-curricular activities card, or on an additional card.

Please note particularly at this time, the able girls who would profit from special help. A list of recommendations would be appreciated.

The fifth six weeks.—About this time the Academic Committee ruled that they felt it wiser for advisers to deal only with academic problems. However, results from the April conference reports indicated that advisers found it simpler to advise on extra-curricular activities than on study habits and this ruling did not stand. At advising time in April 1932, 248 cards covering individual requests for help on "how-to-study" problems were given to

the advisers to use in conferences, and they were asked to report help given in each case on the back of the card. One hundred and forty-six cards covering "want-more-extra-curricular-activities" requests were given to the advisers to use. Help given was noted on the card.

The following suggestions for the second year grew out of the first year's experience. The division needs to work out further details of the Advisory Plan so that faculty advisers can help a student map out her whole living while at college, including both her academic and extra-curricular program. Then, in addition, plans for supplementary interviews, re-checks, and special help on individual problems should be made by the division office. The general type of organization which seems to be evolving is a type of decentralized-co-ordinated personnel service in which all faculty members participate, certain specialists render individual service, and all services are co-ordinated through the Extra-Curricular Division office.

HELPING THROUGH GROUP ACTIVITIES

In addition to improvements in the individual counseling program, there is much to be done in enrichment of organization experience for those students on the campus who

are in organized group activities. The normal girl will be able to solve many, if not all, of her adjustment difficulties very largely by herself if given time, and if there are rich opportunities and outlets for expression provided in her environment. Organizations and group work appeal to almost all young people. As educators we should see that participation in group work is a progressive, valuable, and creative experience. A recent dissertation by Marion Brown, "A Study of Pupils Selected to Positions of Leadership," now in process of publication at Teachers College, Columbia University, has some helpful suggestions and implications for junior colleges interested in this problem.

Group activities at Stephens College are centralized and co-ordinated through the Student Divisions or Sections of the Civic Association, headed in a legislature. This arrangement made in the days of Dean Oppenheimer has with minor modifications proved very satisfactory over a period of years. Much has been done to train for leadership in the groups and to help the students, through the technique of discussion groups, to develop criteria for improving the quality of their activities. Ninety-seven per cent of the student body participated in at least one activity in 1931-32.

An Administrator in Search of Personality

ROBERT J. TREVORROW*

Proceeding on the basis of Dr. Samuel Johnson's statement in *The Weekly Gazette* (March 27, 1750) that "men more frequently require to be reminded than informed," this paper will not present any statistics. It will not seek to afford mere information. It will, however, try to recall one of the ideals common to all educational administrators and to bring to the surface of our thinking a purpose already submerged within it.

Dr. E. O. Holland (*School and Society*, December 24, 1932) has stated that two major perils threaten American education. One of these is the lack of funds and the other is a loss of confidence because of self-appointed critics. Whatever danger may lurk in these conditions is quite subordinate to the much more serious one of the impending decline of personality in the teaching profession. Our chief peril lies not in the loss of money nor in the increase of criticisms but in the failure to achieve our purposes and ideals because of the use of inferior personality in the service of education. The conscious acceptance of inferior personality because it is cheap is one of the easiest but yet one of the most fatal of compromises. Resistance to that compromise is an ever present conflict to the educational administrator and especially so now when

budgets are so hard to balance. The fact that 76 per cent of our junior colleges have already reduced their teachers' salaries, and that further decreased incomes may present a temptation to American educators is the reason this paper appears on this program.

Have you watched a great musician conducting an orchestra? Have you noticed that he is the center of the performance? He appears to have clearly in mind the effects he wishes to produce. To him the players and their instruments are mere servants. He calls out or subdues, accelerates or retards as his interpretation of the composer's music may demand. The instruments are used, not as the individual players may desire, but as the master mind of the conductor needs them to present his personal concept of the music.

Like the orchestral conductor, the administrator is the co-ordinating factor. When he goes to his office in the morning he might even think of himself as the conductor of an orchestra. His staff, his workmen, and even his janitors are extensions of himself. They do the things he has not the time to do but they are doing the things he wants done and in the way he wants them done. He is the master mind—the conductor on the podium—welding all services into a harmonious whole.

This is particularly true in education where the administrator

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seeks not a selfish or commercial objective but the fulfillment of an ideal. He serves not an ideal which he holds but an ideal which holds him, for ideals are not servants but masters. The educational administrator is, as St. Paul said of himself, "*o doulos*"—the slave—of a great ideal. Unless he can think of himself in some such fashion he will fall short of great achievement. Without the impulsive power of a great ideal he may easily become a routine worker or a petty tyrant. The magnitude of the ideal which he serves has a certain redemptive value lifting him, in all humility, above the irritations and small-mindedness of a repetitious occupation.

If, using again our illustration, the administrator is to be thought of as the conductor of the orchestra, drawing from each of his associates the contribution he needs to create a perfect achievement, his duties are twofold. He must become possessed by an adequate ideal. He must secure the perfect interpretation of that ideal.

THE IDEALS TO BE SERVED

This might be an excellent opportunity to discuss the ideals to be found in American education and to choose from them the ones to which we propose to dedicate our lives. But that is all past achievement. We have already done that. Yet all of us may, in the spirit of meditation, clarify the ideals which we serve, for these, modified only by changing human needs, are the stars which guide us on our way.

Speaking hurriedly we may perhaps sum up our ideals in a simple statement: so to serve our institu-

tions that we may be proud of them and of the service they render in enabling their graduates to live cultured and useful lives. Each one may use his own vocabulary but something like this is in his thought.

INTERPRETATION OF IDEALS

Having determined by prayer and fasting or other equivalent method, the ideals he shall serve, the administrator's next duty is toward the quality of his service. He is now an interpreter. His success lies in the adequacy of his interpretation. He has two types of servants to aid him. One is a certain amount of physical values with which he must work and the other is the personalities he associates with himself.

We will not take time to discuss the administrator's use of physical property except to say that the campus on which he lives and the office in which he works are reflections of his mind and revelations of his ideals. In recent visits to nine colleges, more or less permanent estimates of effectiveness were made by the care or lack of care of their physical properties.

While these instruments of interpretation are important and the administrator must give a general oversight to cleanness, ventilation, and repairs, they ought to claim only a relatively small part of his time and energy. How happy if this were actually the case! Unfortunately, the exact opposite is frequently demanded. One of the pathetic experiences of trustee-owned institutions is the unreasonable and health-destroying necessity of raising money. Our public institutions are, somewhat at least, mercifully protected from this. But in the ef-

fort to avoid deficits and to attain permanence through endowment, many a good administrator has lost his effectiveness as an educator. One may even sacrifice his life. Recently a college president said privately: "I am no longer a college president. I am a mere money grubber. I am away so much I do not even know what is happening on my own campus." Turning an administrator into a beggar is tragic waste. Yet some there be who must so suffer.

The topic with which we are now most concerned, however, is not the administrator's use of physical property nor the health-cost of obtaining it. We are concerned just now with the administrator's use of personality in the interpretation of his educational ideals. We may accept it as true that if the junior colleges are to be successful in this competitive age, their success will not be on the basis of their wealth, beautiful buildings, or advantageous location. Their foundation of success will be the effective use of superior personality. We assume that the trustees have already secured that superior personality so far as the chief administrator is concerned. The next but all-important task for him is to secure associates of a similar grade.

The reason why this task is all-important is that the personality of the worker always determines the quality of the product. When one actually sees the amazing workmanship of the Parthenon at Athens, he will realize that no mere slave or wage-earner could possibly have built the Parthenon. Its immortal beauty is the gift of free men, presented in gratitude and devotion to Athena, the protecting

goddess of their city. Its builders were not wage-seekers. They were artists inspired by religion. The Parthenon endures because they built their characters into it. Which reminds one of the saying of Hashim, the philosopher of Bagdad: "My son," said he, "do not buy any commodity until you are sure that its most priceless ingredient is given away. The most priceless ingredient of any commodity is the honor and integrity of him who makes it." In presenting the services of education to our own and subsequent generations the administrator must remember that teaching is personality in action. Personality then becomes the pearl of great price, to buy which a man once sold all that he had.

The article by Alma B. Cassel and Hollis P. Allen on "Administration in Private Junior Colleges" (*Junior College Journal*, December 1932) clearly shows that after the omnipresent problem of finance, the task of securing a satisfactory faculty is the most difficult and serious of all administrative duties. But how often is the administrator handed the broken sword of an unbalanced budget and yet is expected to win the victory of a perfectly satisfactory and satisfied faculty! Some have inherited unfair traditions and unequal salaries and yet are expected to keep peace in the faculty family. The true administrator realizes that salaries depend not upon how cheaply a vacancy can be filled but upon what shall be the standard of living for teachers in his institution. How much and how often shall the teacher travel? What about a sabbatical year for rest and study? What about advanced degrees? What pro-

portion of sexes in his faculty, since women are often persuaded to accept less salary than men? What about retirement and pensions, illness and insurance, and the like? All these problems come home to the administrator like chickens to the mother hen. Occasionally he has a committee or a board to share his responsibility, but more often he has to tell the committee what to do. Thus the administrator's life is often bound in financial shallows and in miseries.

In addition to financial problems, many other decisions enter into the relations of an administrator with his teachers. He is anxious that they shall competently interpret the curriculum in terms of preparation for modern life. How shall he be assured of eager, wide-awake minds? What shall be the teaching load? What time shall be required for non-academic duties? What leisure shall be permitted for off-campus lectures, for creative writing, for attendance at technical association meetings? What opportunities shall be afforded for research and what bearing shall the teacher's original work have upon his routine duties? Failure rightly to decide any of these or many similar questions may bring dissonance and jealousy to an otherwise properly articulated faculty.

But regardless of traditions, poverty, political influence, and a variety of ills, the supreme task of the administrator is to secure adequate teachers. The first step in acquiring anything is to know what one wants. Since we all want the ideal teacher, it may be well to take a few moments to depict his characteristics.

The first characteristic of an ideal teacher is sound academic training and skill to teach successfully. Who knows better than we that any curriculum is valueless unless it be taught effectively and that effective teaching is a great deal more than a Doctor's degree and a fluent use of technical gibberish. We have also discovered that a state teacher's certificate is no assurance of efficiency, though there is a relation between a teacher's education and his effectiveness.

Many factors enter into the successful preparation for teaching. Since we assume that there is a correlation between the teacher's academic achievement and his success in teaching, we are dependent upon the integrity of the institution from which the candidate graduates for a proper evaluation of his work done there. Then there is the proper choice of subjects in the novitiate's curriculum. Also there must be some post-graduate opportunity to put into practice the theory and methods of teaching. On each of these factors there is room for much discussion but need for none. Perhaps in passing it may be wise to note the practical uselessness of many so-called "education courses." What residuum they leave in the students' minds is approximately "dry as dust." Such courses need not so much to be eliminated as to be vitalized. Yet such technical courses are possibly of great value and we know of exceptional teachers whose personality has made these opportunities to yield an abundant harvest.

Considering the various obstacles and difficulties in our public high-school system, it is remarkable that the results there are as good as they

are. Yet probably the greatest educational problem today is that of adjusting the inefficiencies of the high school to the academic standards of the college. The chief cause of these inefficiencies lies not in the unwillingness of the average high-school teacher but in her inexperience. When communities can afford hundreds of thousands or even a million dollars for a high-school building there does not seem any real excuse for a salary budget so low as to necessitate the employment of many inexperienced fledglings fresh from the normal school. Local politics has a great deal to answer for, educationally. But is not the fact that the high school terminates the formal education of so many students an urgent appeal for a superior grade of teaching in which the local councilman's inexperienced daughter must earn a place rather than have it presented to her with her normal school diploma?

But it is not wise, as said Cervantes, for the pot to call the kettle black. Probably the greatest hindrance to the progress of the junior college at the present time is the ineffectual attempt to do college work with secondary school teachers. This foolish economy—for it is little else—belittles the whole junior college movement. Merely to add two years to the secondary curriculum does not make a junior college. A junior college presupposes work on the college level. That requires not only fifteen entrance credits but also adequately prepared and experienced teachers not merely capable of but actually doing college work. When one sees page after page of school advertising bearing the legend "accredited

junior college" one wonders just how much of it is an effort to secure two more annual payments and how much of it is actually college work. The junior colleges of America would make a great stride forward in public confidence if they should engage no teacher who could not meet the qualifications demanded for, at least, an assistant professor in a standard senior college. The general public would then realize that the junior colleges actually meant to do college work.

The next characteristic of that desirable person—the ideal teacher—is the ability to work harmoniously with others toward a common ideal. Failure in the art of living together has shipwrecked many a faculty.

A. W. Eddins' "Why Teachers Fail" (*Texan Outlook*, August 1930), R. H. Morrison's "Factors Causing Failure in Teaching" (*Journal of Educational Research*, September 1927), and S. P. Nanninga's "Teacher Failures in the High School" (*School and Society*, January 19, 1924) place the "failure or inability to co-operate" as not lower than second place among the causes of teacher failures. In some institutions it might be placed first.

To do good work while serving in an inferior position is a severe test of character. Not every teacher can endure such a test. We are all familiar with situations where subordinates forsook their own duties to plot against their superiors. Many administrators have been embarrassed to the point of resignation while the policies and ideals of their institutions have been compromised by over-ambitious and self-seeking instructors. David Har-

um's plan of "slow to hire and quick to fire" might have been, if not too late, the proper medicine for such a condition.

Such cases are fortunately rare but there are still many perplexing problems of self-adjustment which affect faculty efficiency. To revert to our figure of speech, the members of the orchestra must either play the way the conductor demands or else they must resign. The same is true of teachers. No one, of course, is going to ask them to forswear any part of the human heritage, but the administrator must be assured of faculty support. He must feel that his teachers are his friends and not his latent enemies. Being human, he wishes to be one with them, yet his most innocent relaxation from the cares of office may easily provoke misunderstanding. Thus he finds himself beset with uncertainty. He wonders what social recreation he may have with his teachers if there be only a small faculty in a small town. To what extent may he ask for the confidence and loyal advice of some of his teachers without inspiring jealousy in the others? In the little world of a small campus, what about the trivial gossip which constantly manages to reach the ear of the administrator? What shall be said to the teacher who is always just out of reach when some special task is to be done? How shall the petty honors of faculty assignments be distributed effectively and yet without hurt feelings? What about the little classroom at the top of the building when its occupant covets the big one on the main floor? In the thousand and one irritations there is but one specific and that is a will-

ingness to bear and forbear. This comfortable and highly desirable state arises only where the faculty group has made definite progress in the art of living together.

Perhaps the best solution for all these is to have an ideal of such proportions and fascination as shall engross all minds in a serious effort to realize it. While there is no alchemy which can change the pettiness of human life into nobility, yet co-operative service to a great ideal does in part, at least, emancipate the soul. While great causes have their Benedict Arnolds, they also have their George Washingtons. Is it not probable that the reason that there are campus jealousies and unkind bickerings is that the ideal of education has been held too low? "*Noblesse oblige*"—yes, rank imposes obligation.

In this co-operation the administrator must be the dominant spirit. He must lead not only in conceiving the ideal but also in popularizing it. The great danger for all of us is to be so occupied with details as to be unable to lead. The multitudinous duties of administration—the things which just cannot be delegated to some one else—are so insistent and so many that like the disguised prophet "While we were busy here and there, opportunity was gone." In our quest for perfection, we are lost in a maze of details. Yet the loyalty of our fellow workers will depend very much upon the dignity and nobility of the task we set before them. If with such a goal, there shall be found those who cannot serve with enthusiasm and comradeship, then their places must be filled by those of a nobler mind. I wonder just how far loyalty may be substituted for

scholarship if the two be not found together.

The most important characteristic of a great teacher is a personality worthy of profitable imitation. We are getting away—but perhaps not so far away—from the false idea that degrees make the teacher. Character, not residence on a campus for a term of years, makes the worthy teacher. Those who had the privilege of hearing President Wilkins of Oberlin at the recent meeting of the New England Association of Colleges and Secondary Schools were startled by his statement that “since America has been in the hands of college graduates for about fifty years, perhaps the faults now present in American civilization can be traced to the failures of college education.” Considering the scope of the body of knowledge to be taught and the quality of the recurrent student groups it may be discovered that the major fault has been a carelessness on the part of college administrators as to the finer qualities of the personalities of their teachers.

Nearly any person can transfer knowledge from his own mind to that of an intelligent student. Teaching, however, is not wholly for knowledge; it is also for wisdom, which means, by all odds, a very much higher standard. Here the fetish of the advanced degree reveals its inadequacy. The man who “knows more and more about less and less” may be an animated library but his usefulness as a teacher depends on a wholesome philosophy of life. Those persons on a faculty who, dazzled by the thought of their own brilliancy, find it pleasant or think it smart to destroy the social order with no

suggestion for its improvement, or who mock the religious customs or beliefs of adolescent students, or who are so out of sympathy with fundamentalism as to appear anti-Christian, or who are indifferent as to their personal behavior when out of the classroom, are more nearly liabilities than assets to any faculty, regardless of their degrees or their “I.Q.’s”.

It is, of course, difficult to determine how far academic freedom shall be applied to personal conduct. It is very easy to become narrow-minded on such a subject. Yet considering both the traditions and the objectives of our educational institutions, is it not reasonable to ask whether association with some religious organization should not be required of all instructors? This applies to public as well as to privately owned institutions, since the objectives are the same in either case. If, having reached the mental maturity required for teaching, the teacher has not enough religious conviction to belong to some church, an administrator would do well to question the value of his influence upon the adolescent student, for in the words of Dr. Johnson, “to be of no church is dangerous.” Now that there are so many good teachers immediately available, it is hardly good administration to accept compromises in character. The ideal faculty is not made up of all members of one church but of every one a member of some church. Each administrator must decide for his own institution whether a “Professor of Doubt” should be added to the faculty, but we will all agree that only a special situation would justify such an experiment.

If our objective is to develop socially minded citizens, adequately prepared to meet and to solve the complex problems of current life, it is neither old-fashioned nor narrow-minded to give careful scrutiny to the characters of those who shall teach them. The interpretation of the curriculum and its effectiveness as preparation for modern life come back eventually not so much to our equipment as to the personalities of our instructors. To some extent, at least, a teacher should embody the virtues of the subject he teaches. Whatever advantages in character may be obtained from the study of the subject he teaches should in some way be exemplified in the teacher's own character. Otherwise he is a poor advertisement. Surely the teacher of philosophy ought to have a satisfactory personal philosophy. The teacher of history ought to have mature judgments. And in a broader way the teacher should be able to transmute knowledge into wisdom in terms of personal character. Since, with or without his assent, he is example as well as instructor, his character and conduct do much of the teaching. Therefore, as Mr. Egbert J. Tumblyn has said recently, "There seems to be an adequate physical equipment for our colleges but mere buildings do not make great colleges. Only great characters can make great colleges." Likewise Tindall said to President Gilman at the opening of Johns Hopkins University, "I see that you prefer great teachers to big buildings." In the words of President Gilman himself, "Let us have men rather than buildings."

Whether the junior college is to do only the "required work" of a

four-year college, whether it is merely to prepare for admission to the third year of a university or whether it is to do terminal work only, every part and ideal of its service is an appeal for high-quality teachers. The future will show that the success of the junior college movement will rest more upon the solid character of its teachers than upon their classroom technique. The students who now rise up to call their teachers blessed think of their characters rather than their degrees. As President Doney, of Willamette University, said recently, "We must expose our students to the contagion of personality. We must have teachers charming enough to make their traits of character attractive."

SECURING IDEAL TEACHERS

And now, how shall the administrator acquire these ideal teachers? There are three ways whereby he can get them. He can steal them. He can select them. He can develop them.

The first method is not as rare as might be expected from morally educated persons. I heard recently of a college president who wrote to a group of students of a certain college asking them to name their best professor. He then proceeded to bribe that professor to come to his own campus. I have even heard of guest speakers recruiting their own faculties from among their host's teachers. To him that hath money, there shall doubtless be given large choice of teachers but honesty and professional courtesy ought still to have a part in teacher placement. It is bad enough when schools procure a list of one's students and solicit them individually

to desert to another and less desirable institution; but the possibilities of a raid upon one's faculty make one anxious whenever he sends out a catalogue.

The second method—that of selection—is one of the easiest tasks in so far as the present number of available teachers is concerned. A single agency reports enough applicants on its lists to provide fifty colleges with standard faculties. One college placement bureau offers "at a moment's notice" two hundred experienced candidates who have already received their Doctor's degrees. With such numbers available it is hardly worth while to raid one's neighbors.

One of the compensations of the administrator's office is the pleasure of watching the growth of a young teacher. Perhaps some recent graduate has been placed in a subordinate position and therewith begins to show the qualities of a great teacher. What a pleasure to lead him on! What a satisfaction beyond riches to watch him develop, to see him find his stride and sweep on with power to worthy achievement! To some it has been given to have such experiences. Yet, our own graduates or not, young or mature, every teacher is capable of improvement under our guidance. Frequent conferences with individual instructors should and will give the teacher new vision and new power. Sometimes teacher guidance is as profitable as student guidance.

There is a great satisfaction in this method of acquiring great teachers. One feels that he has done his duty to a human being. One is glad for the continuity of service which makes possible the transfer

of enthusiasm, the perfection of method, and the heart-gripping passion for character-making teaching. And when he goes away, if he does, there is some pride to soften the pain of departure in that he goes to a better place because one has made him a better teacher.

But these ideal teachers, however obtained (drawing the line at robbery), are indispensable to a great institution. They have to be found for our junior colleges if those institutions are to meet the new and more rigid tests of the future. No one knows just how many of these teachers occur per million of population but it is our business to see that no one of them escapes. His feet must be put on the road to usefulness and distinction, preferably in our own colleges if that be honorably possible. That is what an administrator is for. He is to discover and to "grapple to his soul with hoops of steel" these providentially endowed lives whose rightful destiny is to be teachers of men. To him is given this great privilege which glorifies his profession. He is the instrument of bringing together aspiring youth and inspiring personality.

As I see it, the junior college is distinctly an experiment in education. It is a new arrival with its future before it. It faces a certain opposition arising on the one hand from inertia and on the other from the fear of the liberal arts colleges that they may be superseded. The place it will eventually occupy in American education is yet to be determined. The only thing which will give it a permanent place is its excellence. It must be stripped of every sordid financial motive and every unworthy idea. It must do its

allotted work effectively. It must bear successfully comparison with other time-honored institutions. It must purge its mind, as soon as may be, of the idea of transitoriness. It must assume the responsibilities of permanence. The only way whereby it can reach the heights of service is by the consecration to itself of the best available personalities. They must think of their association with it as a great privilege. They must be fully conscious of the needs and opportunities of their students. Beyond these students they must see America. Then, with the same ardent patriotism as that which leads a

soldier to battle, they must give themselves to the common and unfinished task of creating socially minded, truth-respecting, and law-abiding citizens of a great commonwealth.

The educational administrator is the bridge over which such personalities get into contact with the youth of America. He may be harassed with problems. He may be tempted by alluring compromises. He may be restricted by poverty. Yet he must never forget that he is bringing together youth and inspiration and that the keystone of his success is the single word—personality.

Private Junior Colleges for Girls

THEODORE HALBERT WILSON*

President Andrews has requested that I report on a conference on the curriculum of private junior colleges for girls which was held at National Park Seminary on Saturday, December 10, 1932. A summary of the conference has already appeared in the February issue of the *Junior College Journal*. That summary dealt primarily with the when, the what, the where, and the who of the conference. In this more formal report, it may be well to make a brief statement concerning the why and the wherefore of the conference.

Heretofore the major emphasis in discussions of the junior college movement has been placed upon the mechanics of the movement. Much attention has been given to the relative merits of the two-year versus the four-year period; the minimum number of students; the size of the library; the amount of the income from sources other than student fees; the professional training and experience of the faculty members; the optimum size of the class; the financial ability of a community to maintain a junior college satisfactorily; the minimum population which warrants the establishment of a junior college; the success of junior college graduates who transfer to four-year institutions; the status of junior college athletes; the relationship of the

junior college to the secondary school on the one side and to the university on the other side. These and other questions of the mechanics of the junior college movement have pre-empted the discussion of the movement.

As we have watched the movement grow, some of us have felt increasingly that the fundamental purpose of the junior college and the educational offering of the institution deserved far more attention than they had received. We believed that it was vastly more important for the intelligent development of the movement in the years ahead to decide what courses of study should be offered than what status should be given to a boy who played football on a junior college team or in what building the courses would be taught. We saw little reason for emphasizing the value of the junior college as an institution before we determined what the curriculum of the junior college was to be. We found scant comfort in listing the courses which existing junior colleges were already offering; for we knew that all too often those courses were determined not by educational needs but by executive convenience and by the dictation of four-year institutions and regional accreditation agencies.

Some of us had talked concerning these matters, but few of us had done much concerning them. Early last fall, the Director of National

* Director, National Park Seminary, Forest Glen, Maryland.

Park Seminary conferred with several educational leaders and found them very responsive to a suggestion that a conference on the curriculum of the junior college might enable at least one group to clarify its thinking on the matter of courses to be offered. Because of this encouragement, he determined to call a conference.

Then arose the question of so limiting the discussion as to enable the conferees to delve deeply enough into the details of the question to make a definite contribution to the curriculum problem which confronts the junior college movement.

Next arose the question of what type of junior college to consider. It was decided that more specific conclusions could be drawn by confining the discussion to one type only. The private junior college with national patronage was selected. This type of institution is unique in that: (1) it usually enrolls girls only; (2) the girls usually are financially able to pay enough to enable the institution to maintain whatever courses, faculty members, and instructional facilities are deemed desirable; (3) the girls are usually financially able to transfer to four-year institutions, if they so desire; (4) the girls usually become social and civic leaders in their respective home communities; (5) the girls represent national interests rather than local interests; (6) the institutions are free from political domination, sectional prejudice, and ecclesiastical control; they are free to formulate whatever policies and programs will best put into effect the wisest educational theories that can be devised; (7) the transfer of students to four-

year institutions can be effected through agreement with individual universities even though the local accreditation agency refuses on some technical ground to place the junior college on its list of accredited junior colleges.

For these and other reasons, the decision was reached that the discussion at the conference should be restricted to national private junior colleges for girls.

Lest the discussion be diverted into too many channels, it was further decided to consider the cultural curriculum only and to omit all reference to vocational and semi-professional courses. Because the choice of courses for transfer students is determined largely by the four-year institution which the student plans to enter with advanced standing, and because the educators are increasingly believing that the first two years of college should be comprehensively cultural in character, the discussion was further limited to the terminal cultural curriculum in national private junior colleges for girls.

Having determined the purpose and scope of the conference, the next question was with regard to the personnel of the group to be invited. In order that the group might be as representative as possible of varying viewpoints, it was agreed that invitations should be sent not only to a few executives of national private junior colleges for girls, but also to a few college executives, a few secondary school executives, and a few educational generalists.

The date for the conference was determined by the availability of United States Commissioner of Education William John Cooper and President Hamilton Holt, of Rol-

lins College. After these two had given assurance that they would attend a conference on December 10, invitations were sent to Professors Koos, Eells, and Campbell; Presidents Woolley, Pendleton, Blunt, and Leigh of Eastern colleges for women; Dean Boucher of Chicago; Presidents Warren, Cole, Denworth, Winslow, Wood, Barton, Magill, and McClintock of prominent junior colleges for girls; Dr. Eugene Randolph Smith and Miss Sarah F. Ellis, the former well informed on progressive secondary schools and the latter equally conversant with more conservative secondary schools; Dr. John, Department of the Interior, senior specialist on higher education; the deans of two universities in the District of Columbia; and two or three others. Of the group, it was hoped that at least a dozen would be present at the conference.

The invitation evoked considerable interest as evidenced by the replies. Persons who had previous engagements desired to receive a detailed report of the conference. Eleven met. The Director of National Park Seminary acted as chairman and asked the conferees to discuss two basic questions: (1) What is the most distinctive contribution that private junior colleges with a national clientele of girls can make to twentieth-century democracy? (2) What curriculum will best enable them to render that service?

During the early part of the conference, there was a tendency to treat the questions superficially, by endeavoring to ascertain what the girls who came to these junior colleges desired, rather than to ask the more fundamental question: What

education do girls of twentieth-century America need? But gradually the discussion turned more to this basic question.

Commissioner Cooper, Dr. John, and Dr. Ament were particularly clear in their belief that private junior colleges for girls should pioneer in curriculum making, should regard general education rather than specialized education as their primary field of effort, and should teach the girls to think for themselves on twentieth-century questions rather than to memorize facts of previous centuries.

Although Professor Eells was prevented by distance from being present in person he expressed his general views in a letter which the chairman read. Dr. Eells deplored the tendency to differentiate between preparatory and terminal courses in junior colleges and advocated the adoption of what the Carnegie Report on "Higher Education in California" designates as a "Curriculum for Social Intelligence." Dr. Eells called particular attention to the excellent curriculum which has been announced by the new junior college at the University of Minnesota.

It was, of course, self-evident that, in case private junior colleges were to introduce such patently desirable terminal cultural courses, many four-year colleges would hesitate to recognize two years of such study as the equivalent of their own freshman and sophomore courses. Commissioner Cooper remarked that four-year institutions will eventually change their practice in evaluating junior college courses because investigations prove that success in upper-division courses depends not upon previous study of

specific courses in the lower division but rather upon the intellectual capacity and the personal application of the individual student. And President Holt stated that he would much prefer to admit students on the personal recommendation of those who knew them than on the marks which they might have received on examinations. Mr. Lloyd, of Mount Vernon Seminary, expressed the conviction that many girls who have taken untraditional courses in junior college have found their intellectual curiosity aroused in those courses and would make excellent upperclassmen in four-year institutions, if only those institutions would admit them; that success in junior and senior years of four-year institutions is not dependent on the study of specific courses of the traditional type in the first two years of college; and that the four-year institutions should allow much more latitude in the choice of courses by junior college students.

Throughout the discussion it was most apparent that the conferees were keeping in mind the fact that both the junior college and the four-year institution should remember that the educational program exists for the individual student rather than the student for the program. As Dr. Ament emphatically said: "Education is life, and the courses should, therefore, be such as to enable a girl to live the fullest and most worth-while life during her junior college years and subsequent thereto."

When the discussion was directed toward a specific terminal cultural curriculum, President Winslow, of Lasell Junior College, questioned the wisdom or the de-

sirability of requiring all students to take any one course, save, perhaps, English. More common, however, was the belief that the twentieth-century American woman will find herself more intelligent as a citizen and more happy as an individual if she has a comprehensive understanding of "great" literature, of social customs, of scientific principles, and of the onward march of human thought. This opinion was strengthened by a printed statement which Dean Boucher sent summarizing the results of the first year of the new curriculum at the Junior College of the University of Chicago. The statement expressed even greater satisfaction with the new curriculum than the faculty had anticipated.

Those present were virtually unanimous in emphasizing the importance of instruction in art, drama, music, and health. The aesthetic self and the physical self need much more attention than they have received. Character education, likewise, requires far greater emphasis than it has had. The individual girl should develop worthy ideals and wholesome attitudes. Literature should be read for enjoyment rather than for analysis, and modern languages should be learned for purposes of conversation rather than for mastery of grammatical niceties.

Such were the major conclusions of those present on December 10. At the close of the conference, the findings were summarized as follows:

It appears to be the consensus of opinion of those present that

1. The national private junior colleges for girls have a function to perform in twentieth-century America.

2. That function is to provide a broad cultural education rather than a specialized course of study.

3. Survey courses and art, drama, music, and health are desirable. Literature should be read for enjoyment rather than for analysis, and modern languages should be learned for purposes of conversation rather than for mastery of grammatical niceties.

4. Temporarily, courses parallel to those usually offered in the first two years of four-year institutions must be included but junior colleges should bring pressure to bear upon the four-year institutions to recognize the qualifications of students to enter the upper division without having taken the identical courses which are offered in the lower division of those institutions, for success in upper-division courses depends not upon the previous study of any specific subjects but upon the intellectual curiosity and the personal application of the individual student.

5. Junior colleges should be judged not by the "yardstick" method of the

parallelism of their courses to college courses, the number of weeks per year, the number of books in the library, or the particular degrees held by faculty members, but by the educational accomplishments and the moral purposefulness of their students.

As is evident from the foregoing, the conference sounded a ringing challenge to the national private junior colleges for girls not to imitate existing colleges, but to create a new type of curriculum which will adequately meet the needs of girls who do not and some of whom perhaps should not attend four-year institutions; a curriculum which will help girls understand themselves, their fellow human beings, and their economic, and social, and physical, environment; a curriculum which will help girls increase their happiness in, and their usefulness to, the society of human beings.

The Junior College Journal

February 1, 1933

The *Junior College Journal* is half through its third year. How does it stand as a publishing venture?

Here is a comparative statement of income and expense for the first three volumes, the estimate for Volume III being based on the statement for the first four numbers of that volume:

duction in the number of pages, the elimination of one issue, and scrupulous care on the part of the editor have effected a saving expected to amount to \$1,200 by the end of the year.

At the same time advertising income has continued to decline to a point where the \$66.68 set down as

Income	Volume I	Volume II	Volume III (4 issues)	Volume III (8 issues, estimated)
Subscriptions	\$1,936.65	\$1,899.17	\$ 979.93	\$1,959.86
Advertising	299.17	150.00	33.34	66.68
Reprints	124.95	197.02	69.48	138.96
Proceedings payment	350.00	350.00	350.00
Subsidy (Publications Committee).....	300.00
Total income	\$3,010.77	\$2,596.19	\$1,082.75	\$2,515.50
Expense				
Manufacturing cost <i>Journal</i> and reprints	\$4,588.18	\$4,341.51	\$1,512.10	\$3,024.20
Advertising, overhead, and miscellaneous	931.29	867.25	466.30	932.60
Total expense	\$5,519.47	\$5,208.76	\$1,978.40	\$3,956.80
Total deficit	\$2,508.70	\$2,612.57	\$ 895.65	\$1,441.30
Less: subsidy	500.00	500.00		500.00
Press deficit	\$2,008.70	\$2,112.57		\$ 941.30

When Volume III is completed Stanford University, through the Press, probably will have contributed a total of more than \$5,000 to the support of the *Journal* since its inception.

A year ago, in reporting on the *Journal*, the Press asked for the cooperation of the Association in reducing the expenses of publication. That this has been accomplished is shown in the figures above. The re-

an estimate for Volume III seems decidedly optimistic. Also expense has increased to some extent through the drive for new subscriptions put on by the Press last summer and autumn.

In its 1932 report the Press also urged the necessity of increasing the circulation of the *Journal*. Unfortunately, the combined efforts of the Press and the Association have failed to bring about any marked

increase in the subscription list. Comparative figures for the two years are as follows:

Group	January 1932 (Volume II)	November 1932 (Volume III)
Junior colleges	324	433
Teachers colleges	36	20
Colleges and universities	140	132
Miscellaneous	190	48
Total circulation	613	633

These figures are not exactly comparable except for the first group, the junior colleges, since they were not prepared on the same basis. In general it is true, however, that an increase in circulation to the junior colleges little more than balanced a loss in circulation to other groups.

Here is a month-by-month statement of circulation for Volume III to date:

October	605
November	640
December	681
January	686
Average, 4 months.....	653

This increase bears out the increase in subscription income shown in the profit-and-loss statement on page 477.

The Press is certain, from its experiments this year, that no great increase in circulation under present conditions can be expected outside the junior college field. We will do well to hold the 200-odd subscribers now on our books. It is to the junior colleges, and especially to the members of the Association, that we must look for any significant increase.

Professor Eells kindly prepared a careful analysis of circulation as of November, based on the 1933

Junior College Directory. His summary follows:

Group	No. of Institu- tions	Per- cent- age	No. of Subscrip- tions
<i>Members A.A.J.C. (235)</i>			
Non-subscribers ...	62	26	
1 subscription	119	51	119
2 subscriptions	32	14	64
3 or more	22	9	152
	235	100	335

*Non-members A.A.J.C.
(258)*

Non-subscribers ...	170	66	
1 subscription	80	31	80
2 subscriptions	7	3	14
3 or more	1	..	4
	258	100	98

Miscellaneous

College and university libraries.....	87
Other libraries	28
All others	85
	200

Total subscriptions 633

*All junior colleges in
the U.S. (Groups I and
II above, combined)
493*

Non-subscribers ...	232	47	
1 subscription	199	40	199
2 subscriptions	39	8	78
3 or more	23	5	156
			433

Last year we reported that subscribers in the junior colleges comprised only 52.8 per cent of the total subscriptions. This year the percentage of junior college subscriptions to total circulation has risen to 68.4 per cent. Last year the *Journal* went to only 37.1 per cent of the total number of junior colleges in the United States. This year the percentage has risen to 53 per cent.

The junior colleges, then, are supporting the *Journal* more effectively now than they were a year ago. But 47 per cent of the colleges

are still non-subscribers, and the *Journal* is still operating at a heavy deficit. Even 26 per cent of the institutions which are members of the American Association of Junior Colleges do not receive a single copy of the *Journal*.

Two possible ways of increasing income have been considered. One is to increase the subscription price. The Editor and the Press are convinced that this would result only in a circulation slump. The other is to increase circulation at the present price.

Each new subscription at \$3.00 nets us \$1.40, the remaining \$1.60 going to cover the manufacturing cost of extra copies, overhead, mailing, and so forth. Thus 700 additional subscriptions (bringing the total circulation to 1,350) are needed to make up the deficit.

There is no reason to believe that this present subscription list can be increased materially by solicitation from the Press. There is a strong possibility that the circulation among non-member junior colleges, and

among the miscellaneous group, will show a further decline next year as economic pressure becomes greater.

Stanford University should not be expected to continue to subsidize the *Journal*. The Press does not feel justified in continuing to spend money in attempting to build circulation.

It seems evident that the salvation of the *Junior College Journal*, if it is to continue publication, must rest with the American Association of Junior Colleges and its members.

Therefore it is recommended that the Association assume responsibility for a guaranteed circulation of 1,000 to its members, plus the present subsidy and special payments from that body.

On this basis the Press will assume responsibility for the balance of the necessary circulation (350) or for economies to make up any shortage for it.

W. A. FRIEND

Manager, Stanford University Press

Minutes and Committee Reports

MINUTES OF THE MEETING

The thirteenth annual meeting of the American Association of Junior Colleges was held in Kansas City, Missouri, February 24-25, 1933. Delegates and visitors were registered from twenty-four states and the District of Columbia. The attendance was the largest in four years.

The meeting was called to order by President Arthur I. Andrews. After the introduction of members and visitors, Vice-President Arthur M. Swanson, of the Junior College of Kansas City, delivered an address of welcome.

The program was presented according to the published schedule except that Dr. William H. Snyder and Dr. Theodore H. Wilson were not present. They sent their papers, however, which were presented to the Association and are printed in the Proceedings.

Owing to the increasing burden of secretarial work during the meetings, the Association unanimously elected Dean J. Thomas Davis, of John Tarleton College, Stephenville, Texas, as assistant secretary.

The Association authorized the President to appoint a Committee on Academic Costume.

The Association authorized the Committee on Standards to make a special report at the next annual meeting on the teacher-load in junior colleges.

President J. W. Gaines, of Bethel Woman's College, Hopkinsville, Kentucky, presided at the luncheon for representatives of private junior colleges. More than forty guests were present. The discussion centered around the following subjects: junior college finances, solicitation of students, and curriculum adjustments.

Dean J. Thomas Davis, of John Tarleton College, Stephenville, Texas, pre-

sided over the public junior college luncheon. Thirty-eight guests were present. The discussion centered around two problems: "The Junior College and Adult Education" and "The Relative Cost in Junior College and Senior College." Under the problem of adult education, the following items were discussed: administration, credit, faculty provision, source of revenues, and legality of tuition and fees.

The following reports of committees were adopted and they represent the official actions of the Association.

The papers presented are printed in this issue of the *Junior College Journal*.

DOAK S. CAMPBELL, *Secretary*

EXECUTIVE COMMITTEE

The Executive Committee of the American Association of Junior Colleges held its annual meeting February 24, 1933. The following were present: Arthur I. Andrews, Richard G. Cox, Edgar D. Lee, John W. Barton, and Doak S. Campbell.

The following recommendations were presented to the Association and were approved:

1. That the Association continue its present policy regarding membership of junior colleges in the District of Columbia.

2. That the Association continue its policy of admitting to membership junior colleges that have been recognized by state or regional accrediting agencies and that it make no inspections except in areas in which no responsible agencies accredit junior colleges.

3. That junior colleges for Negroes be accorded membership on the same basis.

4. That the Association accept the resignation of Dr. L. W. Smith from the Committee on Research, and that the President be authorized to appoint a new committee. The Executive Committee expressed its appreciation for the splendid work of Dr. Smith.

5. That the Association shall not include in its budget funds for reporting addresses and discussions.

6. That the Association decline to interfere in matters of controversy between individuals or institutions.

7. That the Association, through its secretary, express its regrets to Dr. S. C. Crawford, who has resigned from the Executive Committee.

8. That the Association decline the proposal to have a junior college exhibit at the World's Fair.

9. That the Association adopt a budget for the ensuing year based upon the income for the year just closing.

Respectfully submitted,

ARTHUR I. ANDREWS, *Chairman*

EDGAR D. LEE

JOHN W. BARTON

RICHARD G. COX

DOAK S. CAMPBELL

RESEARCH COMMITTEE

It is a commonplace remark in these days that we are at the beginning of a new era in American life. It is appropriate for us, as members of the American Association of Junior Colleges, to consider that we are at the beginning of a new epoch in the development of junior colleges and, consequently, at the beginning of a new phase of research in that field.

Junior college education, the same as in every department of education—as, indeed, in every other phase of education—is in a period of readjustment and reconstruction. The period of promotion in this field is past. It is now necessary to begin a process of careful building. In a measure, we leave the field of theoretical develop-

ment and enter a field of practical construction, where every step forward is carefully scrutinized and must justify itself in a practical way, both to critics in the field of education and to critics outside our ranks.

We have just completed an extensive period of research conducted under the auspices of the Office of Education at Washington, covering the whole field of secondary education. This has been of tremendous importance to all workers in the junior college field. It has, however, had the effect of postponing research projects which otherwise might have been undertaken. Once more we must look to other research agencies the country over to inaugurate new studies. Administrators and research men in the field must once more become active. As a matter of fact, if we are to accomplish what we should in the next few years, we will engage in a period of intense study and investigation in order that the most rapidly growing phase of American education may be guided aright in its development.

In the report that I have to present today, I call attention to the fact that even though the national study was in progress, there are a number of supplementary projects going on. I wish to summarize some of the researches which have reached a point sufficiently mature that it is possible to make a preliminary report. Among these is an important study nearing completion entitled "A Study of Some New England Junior Colleges," by Miner T. Patton. This study will not be in final form until the spring, but the author submits an abstract which I quote as follows:

The junior colleges of New England are a heterogeneous group. There are no public junior colleges, meeting any standard definition of the term, in New England. The majority of the private junior colleges were not established as junior colleges, but as secondary schools, which have since been developed into junior colleges or reorganized to include a junior

college unit. Each has sought to retain its individuality—expressed by curricula, standards, atmosphere, or aims—though practically all are more or less subtly dominated by the four-year colleges of New England. The strong position of the old colleges and many excellent preparatory schools in New England creates a very difficult situation for the relatively new private junior colleges. It is the purpose of this paper to analyze the present make-up of some of the junior colleges of New England, as noted above, and to make certain suggestions for the possible strengthening of their position.

A second very important study which I wish to report is that conducted by D. A. Grossman, of the University of Illinois, entitled "A Comparison of the University Records Made by Junior College Graduates with the Records of Students from Other Institutions." It is the purpose of this study to determine whether or not the students coming from junior colleges do as well in universities as students who have done two years of work in four-year colleges and in universities, who transfer at the end of the sophomore year. An examination was made of the scholarship averages for the junior and senior years in the University of Illinois of those students who entered the University with junior standing during the four-year period from 1923-24 through 1926-27.

[Mr. Smith presented an extensive abstract of Mr. Grossman's study, which is not printed here since it would duplicate, in large part, later publication of the study.]

A third study is one inaugurated by myself as chairman of the Research Committee, entitled "The Development of the Junior College in the State of Illinois." It has not reached a point sufficiently mature to make a final report, but certain facts and trends already appear in it.

[Mr. Smith presented an extensive summary of certain preliminary findings. Since these will be embodied in his complete study, to be published in

the *Junior College Journal* next year, they are omitted here.]

An incomplete list of other researches which are in progress, which are not sufficiently near completion to make abstracts, are as follows: "Status and Work of the Registrar in Junior Colleges," by Mr. A. S. Wallgren, of the University of Chicago; "The Location of Public Junior Colleges in Missouri," by William Knox Summitt, of the University of Missouri; "Recent Developments in Junior College Administration," by Professor W. W. Carpenter, of the University of Missouri, which will be reported at the next meeting of the Department of Superintendence at Minneapolis; "The Training of Teachers of Business," by Jessie Graham, assistant professor of Commerce, San Jose Teachers College, San Jose, California.

I presume most of the members of the American Association of Junior Colleges are familiar with the *Bibliography on Junior Colleges*, exhaustive in character, prepared by Professor Walter C. Eells and published by the Office of Education at Washington. Professor Eells has rendered a very important service to junior college education by the preparation of this monograph. He has continued this very important service by keeping this bibliography up to date in the *Junior College Journal*. I would also refer to the list of theses printed in the February 1932 issue of the *Junior College Journal*. Twenty of these are Doctors' dissertations. Others were written to secure the Master's degree. In all, forty-five colleges and universities are represented. This is the only compilation of the sort that has so far been made and it certainly is worth while for junior college educators and administrators to be familiar with it.

L. W. SMITH, *Chairman*
G. H. VANDE BOGART
J. J. OPPENHEIMER
E. E. CORTRIGHT
E. W. BALDUF

THE JUNIOR COLLEGE JOURNAL

EDITORIAL REPORT

The *Junior College Journal* is now in the third year of its publication. Whether it is to continue to represent the junior college field or whether it is to cease publication at the close of the present volume is the question that has brought me to Kansas City at this time. First I shall make a short report on editorial policies and developments, and then present a communication from the manager of the Stanford University Press dealing with the business phase.

The editorial policy has not been significantly different from that stated last year at the Richmond meeting, but it may be worth refreshing your minds regarding it. The guiding principles which have been in the mind of the editor in the monthly work of editing the *Journal* have been the following: (1) to be sanely progressive and progressively interpretative of the best in the junior college movement; (2) to be helpful to administrators, classroom instructors, and general students of the junior college movement; (3) to cover all phases and types of junior colleges—public, private, state, two-year, four-year, large and small; (4) to cover all parts of the country—to be truly national in authorship, content, interest, and circulation; (5) to present a well-balanced educational menu each month—editorial, contributed articles, reports, discussions, news, reviews, summary of literature, and the like; (6) to print a minimum of long or technical articles.

I shall welcome any criticisms of these policies on your part or any suggestions for change or improvement, either personally or by letter. In pursuance of the policy which your committee on the *Journal* recommended as a measure of economy, last year at Richmond, the number of pages this year has been reduced from 600 to approximately 500, estimating the Proceedings number will be the same size

as last year. This has been accomplished by the elimination of the June issue and by the reduction of the number of pages in each issue, except the Directory number, to 56. In spite of this reduction in size, more major articles will have been printed in Volume III than was the case in Volume II. Last year there were 71; this year there will be about 80. Last year there was an average of seven articles in each issue; this year there have been nine. This has been accomplished, since type is not compressible, by condensation of the articles submitted for publication. The editor at times has been ruthless with his blue pencil. I leave you to judge whether the results have been satisfactory.

Two major criticisms have been received from different sources. One has been that the *Journal* has suffered from a malady which may be designated "California-itis." The first year of publication, half of the contributed articles were written by California authors. This was partly due to the meeting of the Association in Berkeley that year. Since then the number has been considerably reduced. In Volume II the proportion of California authors was less than 30 per cent; in Volume III it will be about one-third. In view of the fact that approximately one-fourth of the junior college students and of the junior college instructors of the country happen to be found in California it does not seem to me that their representation in the last two volumes of the *Journal* is disproportionately large. While I have tried to watch this feature, nevertheless I must confess that I have been much more interested in the value, character, and variety of the articles contributed than in the less significant matter of the residence of their authors. One suggestion that has been made has been to have a series of eight or ten regional associate editors, representing different geographical sections, and that each one be responsible for one article

each month from his own section. I am inclined to doubt whether the final result would be as well balanced a journal, or whether it is well to thus definitely emphasize the matter of sectionalism, but I am perfectly willing to try it if your judgment differs from mine.

Another criticism that has come to me from various sources concerns the book review policy of the *Journal*. Should we attempt to review all types of textbooks suitable for junior college use in the fields of English, history, science, and the like, or confine reviews to publications dealing specifically with teaching, administration, and general discussions of the junior college and higher educational fields? Should such reviews be solicited or voluntary? Should there be an effort to secure them from all parts of the country? Should we definitely adopt the policy of some educational journals of having them prepared at some other than the university of publication? I should appreciate your judgment on any of these questions.

One suggestion that has been made is that the emphasis be changed "from the scientific or semi-scientific aspect to the problem side of the picture." I am not quite sure what is meant by this, since I hardly feel there has been undue emphasis on the scientific aspect. I welcome the suggestion of the problem aspect, however, and already have plans under way to secure from institutions in all parts of the country definite statements of their outstanding problems so that they may be considered next year if it is decided to continue publication beyond the present volume.

Any other suggestions are more than welcome. I am exceedingly anxious to make the *Journal* widely representative of all junior college interests in all parts of the country. This can only be done, however, through your cooperation. I appreciate the help that has been given in the past and trust

that there may be a continuance and increase of it in the future if publication of the magazine is continued.

WALTER CROSBY EELLS, *Editor*

BUSINESS REPORT

See page 477 for the business report from the manager of the Stanford University Press, submitted in printed form by Mr. Eells.

COMMITTEE ON THE JOURNAL

The following is the report of a special committee on the *Junior College Journal*:

Your committee, appointed on February 24 to make a study of the financial problems in connection with the publication of the *Junior College Journal* by the Stanford University Press, begs to submit the following statement of facts and certain recommendations.

The Stanford University Press published the *Junior College Journal* during the year 1930-31 with a deficit of \$2,008.70. The year 1931-32 shows practically the same deficit, \$2,112.57. At present it appears that the deficit for the current year will be slightly under \$1,000.00. The Stanford University Press is not willing to continue the present arrangement with prospects of a similar deficit for the year 1933-34. There appears to be only one solution, and that is an increased number of subscriptions for the *Journal*.

Of the 493 junior colleges in the United States, 47 per cent are not subscribers for the *Junior College Journal*. Even 26 per cent of those institutions which are members of the American Association of Junior Colleges do not receive a single copy of the *Journal*.

Your committee recommends:

1. That we express our gratitude to Dr. Walter Crosby Eells for the service of inestimable value which he has rendered as editor-in-chief of the *Jour-*

nal, and to the Stanford University Press for their generous contribution to the cause of education in the publication of this *Junior College Journal*. Without such support it would have been impossible for the American Association of Junior Colleges to publish a journal of such distinctive merit.

2. That the American Association of Junior Colleges should continue to publish the *Junior College Journal*, and that we should make possible a continuance of the present arrangement as to editor and publisher by increasing the subscription list of the *Journal* from the present figure of 653 to a minimum of 1,000.

3. That two copies of the *Journal* be considered the minimum number for which any junior college in the United States should subscribe; and that each institution should subscribe for one additional copy for each five members of its junior college faculty.

4. That the President and the Executive Committee for the ensuing year be called upon to take such steps as may be necessary to carry out these recommendations, and that they be empowered to take whatever action may prove to be necessary and best for the interests of the American Association of Junior Colleges when the total number of subscriptions for the year 1933-34 has been determined.

RICHARD G. COX, *Chairman*
JOHN W. BARTON
J. LEONARD HANCOCK

COMMITTEE ON AUDIT

Your Committee on Audit has examined the financial records and accounts of the Secretary-Treasurer and we find them in satisfactory condition. The financial statement shows a balance of \$255.53. The bank account and reconciliation are in proper balance. The distribution of expenditures is herewith attached.

DISTRIBUTION OF EXPENDITURES

February 11, 1932 to February 3, 1933

Office expense (secretarial)...	\$274.32
Printing and office supplies...	231.37
<i>Junior College Journal</i>	850.00
Postage and mailing.....	69.36
Program expense	189.16
Miscellaneous	8.80
Secretary	100.00
Membership, American Council on Education	100.00

Total\$1823.01

JAMES L. BECK, *Chairman*
GUY M. WINSLOW

COMMITTEE ON RESOLUTIONS

We, the Committee on Resolutions, offer the following report.

Be it resolved:

1. That we extend our thanks to the citizens of Kansas City for the hospitality and courteous treatment during our stay here.

2. That we express our gratitude to the Chamber of Commerce for the following services: first, for the services of the Convention Bureau; second, for the services of an efficient secretary; and third, for taking care of our various needs.

3. That we express our appreciation to Superintendent George Melcher and his staff who have contributed to the success of this meeting.

4. That we thank the non-junior college educators who added so much to the program in the way of splendid addresses before the Association. We are especially indebted to the following persons for their contributions: Dr. W. C. Eells, Dr. L. W. Smith, Dr. Doak S. Campbell, Dr. J. O. Creager, Dr. A. J. Brumbaugh, Dr. Robert J. Trevorow, Miss Louise Price, and Dr. Fred J. Kelly.

5. That we thank the president of the Association, Arthur I. Andrews, and the Executive Committee for their splendid contributions toward the suc-

cess of the convention. We are also especially grateful to Doak S. Campbell, secretary, not only for his splendid services this year but also for his help from the very beginning of this Association.

6. That we express our thanks to the Editor and his staff for the genuine helpfulness of the *Junior College Journal*. We sincerely hope that its patronage and financial returns will increase.

R. R. ROBINSON, *Chairman*
E. R. COCKRELL
EARL WALKER

COMMITTEE ON NOMINATIONS

Your Committee on Nominations, Time, and Place submits the following report:

Recommended officers for the ensuing year:

President: COLONEL A. M. HITCH, Kemper Military College, Boonville, Missouri

Vice-President: J. LEONARD HANCOCK, Dean, Crane Junior College, Chicago, Illinois

Secretary-Treasurer: DOAK S. CAMPBELL, George Peabody College, Nashville, Tennessee

Members of the Executive Committee for three-year term: ARTHUR I. ANDREWS, Grand Rapids Junior College, Grand Rapids, Michigan; JOHN W. BARTON, Vice-President, Ward-Belmont School, Nashville, Tennessee; E. Q. BROTHERS, Dean, Little Rock Junior College, Little Rock, Arkansas (for the unexpired term of Stanton C. Crawford, resigned)

Time.—On Friday and Saturday preceding the meeting of the Department of Superintendence.

Place.—Nashville, Tennessee, provided the place of meeting of the Department of Superintendence is within one night's ride of this city. Otherwise, the location to be determined by the officers and Executive Committee of the Association.

J. C. MILLER, *Chairman*
GEO. B. JACKSON

PHI DELTA KAPPA

A new feature at a meeting of the Association was a breakfast, Saturday morning, of Phi Delta Kappa men in attendance at the convention. H. B. Wyman, dean of Phoenix Junior College, Arizona, was responsible for arranging the meeting and was elected chairman for a similar meeting next year. The suggestion was made that arrangements might be made for Pi Lambda Theta to hold a similar meeting.

The men in attendance gave brief reports on activities in progress in the chapters which they represented. Those present with their chapters included the following: E. Q. Brothers, Delta, Little Rock, Arkansas; J. E. Burk, Rho, Nashville, Tennessee; Lee Clark, Mu, Cisco, Texas; E. E. Cossentine, Alpha Omicron, Arlington, California; Walter C. Eells, Delta, Stanford University, California; Wallace H. Guthridge, Kappa, Parsons, Kansas; B. Lamar Johnson, Eta, Columbia, Missouri; William F. Knox, Gamma, Jefferson City, Missouri; W. P. Shofstall, Gamma, Columbia, Missouri; F. C. Wilcox, Delta, Mt. Carroll, Illinois; William B. Thomas, Charleston, West Virginia.

SPECIAL NOTE: During the year 1933-34 the Editor of the "Journal," while on sabbatical leave from Stanford University, will be engaged in research work in higher education at Washington, D.C., under the auspices of the Carnegie Foundation for the Advancement of Teaching. The editorial office of the "Journal" will therefore be transferred to Washington for the year. After September 1, contributions for publication and other editorial correspondence should be addressed: WALTER C. EELLS, United States Office of Education, Washington, D.C.

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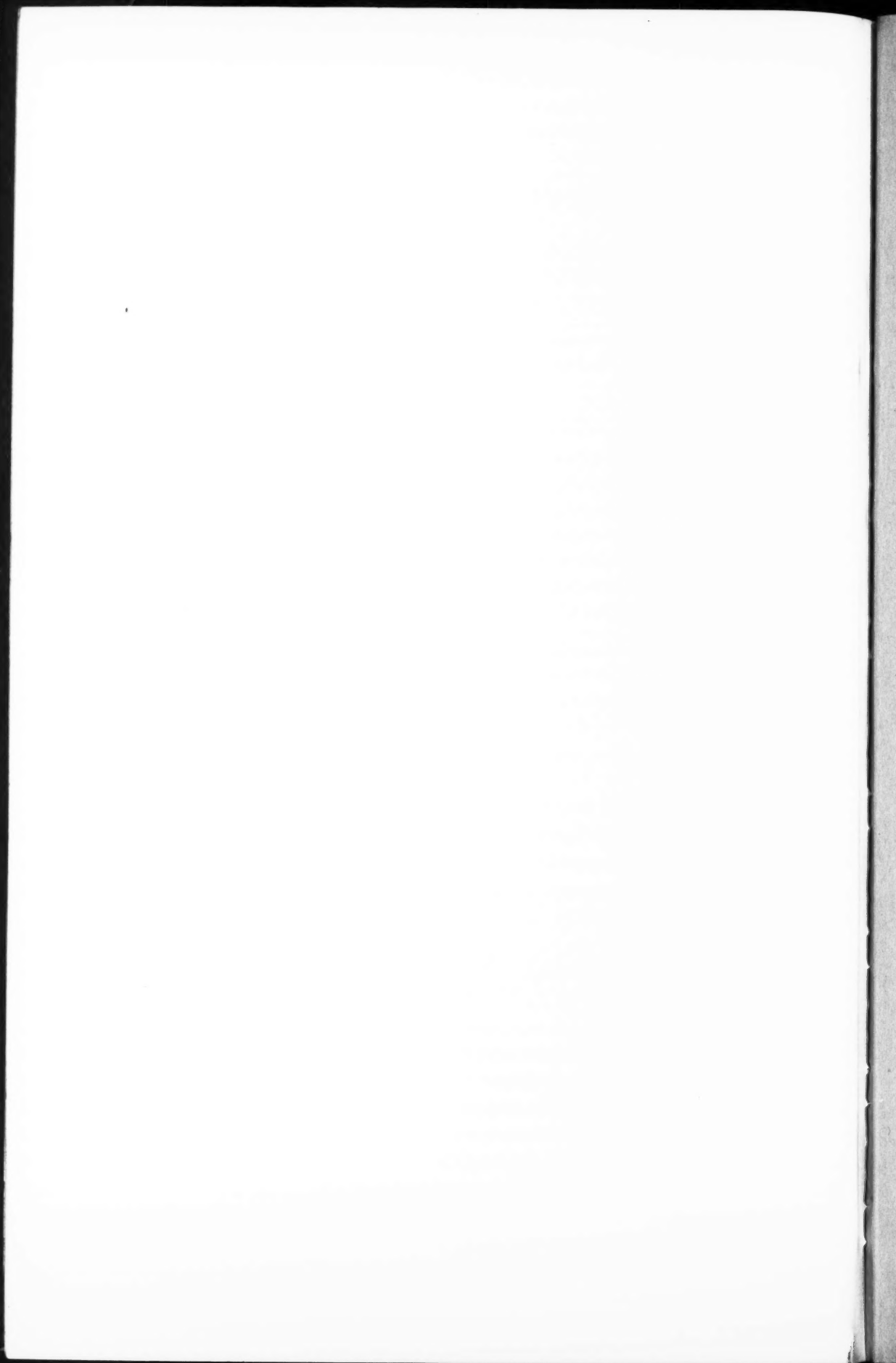
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